DOCUMENT RESUME

ED 051 596 EC 032 433

| | |
|---|---|
| TITLE | Learning Disabilities - Programs: Exceptional Child Bibliography Series. |
| INSTITUTION | Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. |
| SPONS AGENCY | Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. |
| PUB DATE | Feb 71 |
| NOTE | 25p. |
| EDRS PRICE | EDRS Price MF-$0.65 HC-$3.29 |
| DESCRIPTORS | *Annotated Bibliographies, *Bibliographies, Dyslexia, *Exceptional Child Education, *Learning Disabilities, Minimally Brain Injured, Perceptually Handicapped, Program Descriptions, Reading Difficulty, Slow Learners |

ABSTRACT

One in a series of over 50 similar selected listings relating to handicapped and gifted children, the bibliography contains 96 references selected from Exceptional Child Education Abstracts concerning programing for children with learning disabilities. References include conference papers, journal articles, texts for parents and teachers, and program guides, and provide bibliographic data, availability information, indexing and retrieval descriptors, and abstracts. Author and subject indexes are also provided. (RD)

ED051596

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

# LEARNING DISABILITIES—PROGRAMS

## A Selective Bibliography

February 1971

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

This bibliography is a product of the Information Processing Unit, CEC-ERIC Information Center on Exceptional Children.

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and, no official endorsement by the US Office of Education should be inferred.

EC 032 433

## The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

## How to Use This Bibliography

The abstracts in this bibliography have been retrieved, on a selective basis, from the computer stored information of the CEC Information Center. Abstracts were selected from the Center's complete holdings on this topic as of the date indicated.

### How to Read the Abstract

Each abstract contains three sections—bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

### How to Use the Indexes

Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

### How to Purchase Documents

For documents available from their publishers, information on price and address is included in the abstract.

Many documents may be purchased in microfiche (a 4" x 6" microfilm card containing up to 70 pages of information) and/or hard copy (readable size photo reproduced pages) reproduction from the ERIC Document Reproduction Service. For example, "EDRS mf" indicates the document may be purchased in microfiche reproduction and "EDRS mf, hc" indicates the document may be purchased in both microfiche and hard copy reproduction.

Microfiche reproductions may be obtained for $.65 per document. To determine purchase prices for hard copy reproductions, consult the table below.

To order document reproductions, provide the ED number of the desired document, the number of copies being ordered, and the type of reproduction desired (microfiche or hard copy). Payment must accompany orders totaling less than $10. Book rate or library rate postage is included in the prices indicated. The difference between book rate or library rate and first class or foreign postage (outside the continental United States) rate will be billed at cost.

Orders should be sent to:

ERIC Document Reproduction Service
P.O. Drawer O
Bethesda, Maryland 20014

| No. of Pages | Cost of Hard Copy | No. of Pages | Cost of Hard Copy |
|---|---|---|---|
| 1- 100 | $ 3.29 | 501- 600 | $19.74 |
| 101- 200 | $ 6.58 | 601- 700 | $23.03 |
| 201- 300 | $ 9.87 | 701- 800 | $26.32 |
| 301- 400 | $13.16 | 801- 900 | $29.61 |
| 401- 500 | $16.45 | 901-1,000 | $32.90 |

For documents over 1,000 pages in length, add $3.29 for each additional 1-100 page increment.

## ABSTRACT 10180

EC 01 0180 ED 018 020
Publ. Date 64
Birch, Herbert G., Ed.
**Brain Damage in Children, the Biological and Social Aspects.**
EDRS not available

Descriptors: exceptional child education; learning disabilities; behavior; perception; family (sociological unit); minimally brain injured; etiology; psychological evaluation; behavior problems; family relationship; heredity; individual characteristics; educational needs; child development; neurologically handicapped; perceptual development; perceptual motor coordination; perceptually handicapped; social environment; social experience; incidence; socially deviant behavior; socialization

Papers and discussion summaries are presented from a conference on the biological and social problems of childhood brain damage held at the Children's Hospital of Philadelphia in November 1962. A variety of disciplines is represented, and the following topics are considered--(1) The Problem of Brain Damage in Children by Herbert G. Birch, (2) Brain Damage as a Cause of Behavior Disturbance in Children by Charles Kennedy, (3) Psychological Evaluation of Children with Cerebral Damage by Leonard Diller, (4) Two Strategies for Studying Perception in Brain Damaged Children by Herbert G. Birch, (5) behavioral Manifestations of Cerebral Damage in Childhood by Leon Eisenberg, (6) The Effect of a Brain Damaged Child on the Family by Howard R. Kelman, (7) The Social Environment and Individual Functioning by Stephen A. Richardson, and (8) Some Epidemiological Aspects of Congenital Brain Damage by Ernest M. Gruenberg. The annotated bibliography contains 369 titles in six categories--(1) the entity and its description, (2) clinical and special diagnosis, (3) characteristic mechanisms and natural history, (4) etiology--clinical, experimental, epidemiologic, (5) treatment, education, and management, and (6) reviews, overviews, and theories. This document is available from the Williams/Wilkins Company, Baltimore, Maryland, for $5.95. (DF)

## ABSTRACT 10220

EC 01 0220 ED 018 901
Publ. Date 67
Barsch, Ray H.
**Achieving Perceptual-Motor Efficiency, a Space-Oriented Approach to Learning. Perceptual Motor Curriculum, Volume 1.**
EDRS not available

Descriptors: exceptional child education; learning disabilities; curriculum; perception; neurologically handicapped; children; learning theories; psychomotor skills; perceptually handicapped; perceptual motor learning; perceptual development; perceptual motor coordination; auditory perception; visual perception; haptic perception; tactual perception; sensory experience; space orientation; movigenics

The first of a 3-volume perceptual motor curriculum, the book describes a program based on a theory of movement which the author labels movigenics (the study of the origin and development of patterns of movement in man and the relationship of these movements to his learning efficiency). Ten basic constructs of movigenics are outlined, and the following topics are discussed--(1) the concept of space, (2) muscular strength, (3) dynamic balance, (4) body awareness, (5) spatial awareness, and (6) temporal awareness. The contributions of sensory modes (gustatory, olfactory, tactual, kinesthetic, auditory, visual) and thepercepto-cognitive modes are explored. Also, bilaterality, rhythm, flexibility, and motor planning are considered as four components which permit man the full freedom to move. A curriculum based on the theory of movigenics and leading to movement efficiency in both physical and cognitive spheres is defined in terms of 10 guidelines. The bibliography contains about 420 entries. This document was published by Special Child Publications, Seattle Seguin School, Inc., 71 Columbus Street, Seattle, Washington 98104, for $10.00. (DF)

## ABSTRACT 10240

EC 01 0240 ED 018 023
Publ. Date 67
Cruickshank, William M.
**The Brain-Injured Child in Home, School, and Community.**
EDRS not available

Descriptors: exceptional child education; learning disabilities; teaching methods; instructional materials; educational needs; minimally brain injured; clinical diagnosis; individual characteristics; behavior; special programs; audiovisual instruction; learning activities; parent role; psychotherapy; educational diagnosis; environmental influences; language development; space orientation; medical treatment; etiology; program evaluation

Written for parents, teachers, and others who work daily with brain injured children, the book includes considerations of the symptoms of brain damage, recommendations for diagnostic procedures and personnel, and descriptions of treatment techniques that have proved effective at home and in the classroom. An introduction to the brain injured child is given, and psychological and learning problems are delineated. All the parts of a complete diagnosis are examined. A special education program is described in terms of stimuli control, adjustment to space, and the role of structure. Appropriate teaching materials, visual motor materials and activities, and steps in the development of abstract concepts are discussed. Cited as important to the overall program are motor training, provision of psychotherapy, and language and communication development. Remarks are made concerning the future and planning for the families of such children. Included for each chapter are selected references of interest to parents, another list of references for teachers, and additional readings. The appendix contains descriptions of national, state, and local organizations concerned with brain injured children. This document is available from the Syracuse University Press, Syracuse, New York, for $6.50. (DF)

## ABSTRACT 10250

EC 01 0250 ED 018 049
Publ. Date 67
Ellingson, Careth
**The Shadow Children, a Book about Children's Learning Disorders.**
EDRS not available

Descriptors: exceptional child education; learning disabilities; reading; tests; teaching methods; children; minimally brain injured; case studies (education); reading difficulty; reading failure; behavior; clinical diagnosis; educational objectives; remedial instruction; special programs; neurologically handicapped; dyslexia; perceptually handicapped; family background; intelligence tests; diagnostic tests; directories

Intended for parents and classroom teachers, the book translates the often technical professional literature which already exists concerning children with learning disorders. Dyslexia (the lack of ability or inability to read) is discussed, and two case studies are provided. Minimal brain dysfunction and the range of its terminology and symptoms are also treated. Information on testing and teaching includes checklists and sample visual materials. Also given are a glossary of 24 items, a suggested reading list of 64 items, a list of 27 references, and a 148-page directory (organized by states) of private and public agencies which provide testing, diagnosis, and special education services for children with learning disabilities. For each facility, address, directory, diagnostic facilities, testing facilities, educational facilities, and special requirements are stated. This document is available from Topaz Books, Five North Wabash Avenue, Chicago, Illinois 60602, for $6.50. (DF)

## ABSTRACT 10292

EC 01 0292 ED 017 098
Publ. Date 67
Bernstein, Bebe
**Everyday Problems and the Child with Learning Difficulties.**
EDRS not available

Descriptors: exceptional child education; learning disabilities; teaching methods; curriculum; curriculum guides; problem solving; self care skills; concept teaching

The problems that daily living may present to children who experience learning difficulties are discussed, and the need for the teacher to survey the experiential background of his class and to develop a method for dealing with the children's problems is described. Problems that merit attention include those

which will be met in life activities and that hamper the ability to function independently. The environmental problems explored in this book are categorized three ways--as situation problems, as concept problems, and as applied information problems. The author suggests a methodology which stresses teacher preparation, steps in lesson development, meaningful vocabulary, concrete learning aids, additional activities, and visual aids. Thirty-eight problems, their delineations, and suggested solutions constitute the bulk of the book. In each case the problem is stated and the following points are presented in outline form--materials, method, solution, learning aids and environmental vocabulary, related problems, teacher directions, and suggested activities. Examples of the 25 situation problems are how to open a can or jar, which tool would you use, and why paint things. Seven concept problems include such questions as what do colors mean and what do arrows tell you to do. Representative of the six applied information problems are what should you know about yourself in an emergency and how do you send for things or find your favorite radio or television program. A final section suggests additional topics or problems that may lead to further exploration. This document was published by the John Day Company, Inc., 62 West 45th Street, New York, New York 10036, and is available for $4.95. (DF)

### ABSTRACT 10297

EC 01 0297 ED 017 103
Publ. Date 66 113p.
Gordon, Sol; Golub, Risa S.
**Recreation and Socialization for the Brain Injured Child.**
New Jersey Assn. For Brain Injured Child., East Orange
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; recreation; ophthalmology; parent counseling; recreational programs; children; socialization; minimally brain injured; recreational activities; social recreation programs; games; program administration; perceptual motor coordination; perceptual development; primary grades; guidance; parent attitudes; adolescents; summer programs; day schools; day camp programs; program planning

Designed for parents and specialists planning therapeutically oriented recreational and socialization programs for brain injured children, this document contains 13 chapters by different authors. Activities discussed are generally noncompetitive, emphasizing structure and limit. Discussed are (1) the role of the optometrist with the inadequate learner, (2) organization and administration of recreational programs, (3) activity guides, (4) games and exercises for adolescent boys, (5) recreation and socialization activities for the adolescent girl, (6) instructional swimming programs, (7) a therapeutic recreation program, (8) organization of a summer day camp, (9) an individual and group perceptual motor training program, (10) a day school recreation program, (11) perceptual motor training for early primary grade children, (12) guidance for parents, and (13) parent counseling. Views from parents are reported. A supplement treats preschool perceptual skills and optometric visual care. Concerned organizations, resources, and a 50-item bibliography are provided along with individual bibliographies for some chapters. (JD)

### ABSTRACT 10505

EC 01 0505 ED 021 352
Publ. Date 07 Jul 67 347p.
Johnson, Doris J.; Myklebust, Helmer R.
**Learning Disabilities; Educational Principles and Practices.**
EDRS not available
Grune And Stratton, Inc., 381 Park Avenue South, New York, New York 10016 ($9.75).

Descriptors: exceptional child education; learning disabilities; teaching methods; minimally brain injured; perceptually handicapped; neurologically handicapped; dyslexia; remedial instruction; arithmetic; nonverbal learning; written language; auditory perception; visual perception; educational planning; learning; educational principles

Intended for teachers, educators, and specialists who are interested in the problems of learning disabilities, the text presents principles and practices necessary in the clinical teaching approach to children with learning disabilities. Areas considered include learning disabilities in general, the brain and learning, and special education and learning disabilities. Also treated are nonverbal disorders of learning and disorders of auditory language, reading, written language, and arithmetic. Implications and outlook are discussed. Approximately half of the 74 illustrations are teaching aids and half are examples of children's drawings or writings which show the effects of various learning disabilities. A reference list cites 186 items. (LE)

### ABSTRACT 10519

EC 01 0519 ED 023 214
Publ. Date 68 133p.
Kephart, Newell C.
**Learning Disability: An Educational Adventure. The 1967 Kappa Delta Pi Lecture.**
EDRS not available
The Interstate Printers And Publishers, Inc., 19-27 North Jackson Street, Danville, Illinois 61832 ($3.95).

Descriptors: exceptional child education; learning disabilities; perception; cognitive processes; teaching methods; emotionally disturbed; neurological organization; cognitive development; abstract reasoning; mental rigidity; thought processes; symbolic learning; perceptual motor learning; learning activities; neurologically handicapped; stimulus generalization; perceptual motor coordination

Educational implications and symptoms are described for learning disorders, the disruption in the processing of information within the central nervous system caused by brain damage, emotional disturbance, or inadequate presentation of learning experiences. Developmental sequences, developmental progression, and restoration of development are detailed for the human organism; educational readiness is also considered. Methods of teaching generalization are discussed from initial datum to elaboration and integration; levels of generalization are given; and reactions of rigidity, perseveration, and frustration to new learning tasks are compared. Representative teaching activities including readiness skills such as gross motor activities, balance, laterality, locomotion, coordination, experimentation, and fine motor coordination are described and illustrated by 15 figures. Suggestions are presented for classroom management, clinical procedures, and special classes to cover the range and complexity of the problems of these children. Regular classroom use is emphasized. (SN)

### ABSTRACT 10521

EC 01 0521 ED 023 216
Publ. Date 68 91p.
Edgington, Ruth; And Others
**Helping Children with Reading Disability.**
EDRS not available
Developmental Learning Materials, 3505 North Ashland Avenue, Chicago, Illinois 60657 ($1.00).

Descriptors: exceptional child education; learning disabilities; reading; teaching methods; instructional materials; eye hand coordination; phonics; auditory training; writing; spelling; kinesthetic perception; dyslexia; instructional aids

Intended for parents nelping their children with reading disabilities, the book describes specific activities in eight areas. The eight areas include general suggestions for the study period, hand and eye coordination activities, phonics training, ear training, reading, relaxation activities, muscle memory, writing, and spelling. Thirteen approaches to and methods of teaching are specified. The appendix lists instructional materials, including commercial work- and textbooks and programs, as well as other materials. Twenty-seven aids are also illustrated. (LE)

### ABSTRACT 10533

EC 01 0533 ED N.A.
Publ. Date 68 138p.
Chaney, Clara M.; Kephart, Newell C.
**Motoric Aids to Perceptual Training. The Slow Learner Series.**
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($3.95).

Descriptors: exceptional child education; teaching methods; learning disabilities; perception; learning; educational games; perceptual motor coordination; neurologically handicapped; motor de-

velopment; mentally handicapped; stimulus generalization; behavior change; self concept; psychomotor skills; auditory training; speech skills; visual learning; discrimination learning; minimally brain injured

Written from a developmental viewpoint, this book for parents and teachers presents both a theoretical orientation and perceptual motor activities for training children with learning disabilities, both the brain injured and the retarded. The theoretical basis for training generalized motor responses is considered in terms of motor perceptual learning, the motor system and generalization, exploration through movement, cognition, developmental sequences, and structure and control of behavior. Procedures for evaluating behavior are detailed by an 85-item checklist of basic motor movements, a 38-item checklist of visual motor movements, and 23 guidelines for self help and motor development. Descriptions of training activities and programs include these areas: learning to listen, with six recommended phonograph records and 11 stories; balance and posture, with balance beam activities, and development of body image and awareness; arm and leg differentiation, and locomotion with swimming pool and trampoline activities; ocular motor coordination; and oral motor manipulation with developmental games. (MK)

### ABSTRACT 10534

EC 01 0534 ED 022 310
Publ. Date May 68 196p.
Ebersole, Marylou; And Others
**Steps to Achievement for the Slow Learner. The Slow Learner Series.**
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($4.95).

Descriptors: exceptional child education; learning disabilities; teaching methods; preschool children; minimally brain injured; motor development; perceptual motor coordination; learning theories; psychomotor skills; student characteristics; student needs; neurological organization; space orientation; concept formation; reading; writing; arithmetic

Intended for teachers, therapists, physicians, students, and parents, the guide presents a learning theory based on motor activities and suggests a curriculum for preschoolers divided into systematic learning steps which are necessary for attaining educational goals. Topics treated are special needs of the child handicapped by brain damage, characteristics and discipline, brain damage related to the function of the nervous system, learning theory related to teaching techniques, the need for a stable point of reference from which to interpret relations in space, and the developmental stages of learning. Also considered and detailed by steps are conceptualization, arm and hand coordination, cutting with scissors, pre-reading, pre-writing, and pre-arithmetic (counting and number concepts). Three appendixes contain activities for teaching colors and pattern analysis and development with form boards, and steps in teaching pre-arithmetic. (DF)

### ABSTRACT 10542

EC 01 0542 ED 023 237
Publ. Date 21 Jun 68 384p.
Natchez, Gladys, Ed.
**Children with Reading Problems; Classic and Contemporary Issues in Reading Disability. Selected Readings.**
EDRS not available
Basic Books, Inc., Publishers, 404 Park Avenue South, New York, New York 10016 ($8.95).

Descriptors: exceptional child education; learning disabilities; reading; teaching methods; identification; resource materials; research reviews (publications); learning theories; personality theories; motivation; neurological handicaps; dyslexia; socioeconomic influences; clinical diagnosis; psychoeducational processes; reading skills; etiology

Intended for the student and teacher, primary source material is presented on theories and research relating to reading disability. Conflicting concepts of human development are discussed in the overview. Emotional, neurophysiological, and cultural factors involved in causation are evaluated in 18 papers, diagnostic considerations in eight, and treatment in the classroom and of children with severe reading disability in 15 papers. Twenty-six tables, 18 figures, and references are included; a 26-item bibliography is provided. (LE)

### ABSTRACT 10549

EC 01 0549 ED 021 362
Publ. Date 67 101p.
Arena, John I., Ed.; And Others
**Teaching Educationally Handicapped Children.**
EDRS not available
Academic Therapy Publications, De Witt Reading Clinic, Inc., 1543 Fifth Avenue, San Rafael, California 94901 ($2.95).
Papers From The Good Teaching Practices Conference For Teachers Of Educationally Handicapped Children (Orinda Crossroads, California, October 22, 1966).

Descriptors: exceptional child education; learning disabilities; educational needs; teaching methods; curriculum; mathematics; behavior change; language; counseling; minimally brain injured; neurologically handicapped; perceptually handicapped; academically handicapped; perceptual motor learning; child development; basic skills; self concept

Describing methods for helping children with normal intelligence who manifest learning, perceptual, and/or behavior disorders as a result of minimal neurological or brain dysfunction, the compilation contains 22 papers. Articles are grouped into six categories: identifying the children, motor development, basic considerations, adapting the language curriculum, adapting the mathematics curriculum, and behavior change. Topics considered are the role of observation, the identification of children's strengths and weaknesses, the role of the school psychologists, counseling, movement exploration, game skill development, relaxation and concentration, training in pattern recognition and space concepts, and development of self concept. Academic areas discussed include the teaching of English to junior high school students, correction of left-to-right reversals, reading, art, the use of color in reading, music, creativity in arithmetic, mathematics in the primary grades, modern math for junior high school, basic mathematical concepts for elementary children, behavior modification and learning, and academic and emotional development at the junior high school level. Reference lists follow several articles. (DP)

### ABSTRACT 10624

EC 01 0624 ED 024 184
Publ. Date 01 Nov 67 260p.
Bortner, Morton, Ed.
**Evaluation and Education of Children with Brain Damage.**
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($8.50).

Descriptors: exceptional child education; learning disabilities; teaching methods; identification; minimally brain injured; educational methods; educational strategies; curriculum development; oral communication; hearing loss; psychiatry; psychological patterns; perceptual motor coordination; neurological defects; aurally handicapped; evaluation techniques; evaluation; remedial programs

Ten papers consider brain damaged children. Brain damage is considered as an educational category, and the following aspects of evaluation are treated: disorders of oral communication, hearing impairment, psychological deficit, psychiatric factors, and neurological considerations. Educational strategies discussed include the educational methods of Strauss and Lehtinen, teaching the child with a perceptual motor handicap, educational methods based on the Gellner concepts of neurological deficit, a treatment program for children with learning difficulties, and curriculum development for children with brain damage. (JD)

### ABSTRACT 10649

EC 01 0649 ED 023 228
Publ. Date 68 116p.
Benyon, Sheila Doran
**Intensive Programming for Slow Learners. The Slow Learner Series.**
EDRS not available
Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43216 ($1.75, Paperback; $3.95, Cloth).

Descriptors: exceptional child research; learning disabilities; teaching methods;

perception; perceptual motor learning; perceptual motor coordination; case studies (education); test results; perception tests; projective tests; perceptually handicapped; sensory integration; motor development; coordination; self actualization; self concept; space orientation; sensory aids; discrimination learning

Seven children with basic perceptual motor problems (learning disorders) in varying severity were selected for a 6-week intensive program. All were from 6 to 8 years old and had mental ages 2 years below their chronological age. Structured and integrated areas of instruction were speech and language, perceptual-motor, gross motor, and aquatics. Main areas of emphasis were body image, position in space, form constancy, and sensory integration. Instructional materials included teacher-made and commercial supplies, gymnastic equipment, and a pool. Two parent conferences took place, and daily records were kept on the children's progress. Case studies on each child present background information, contact with center, initial status, behavioral characteristics, speech and language skills, perceptual and motor problems, and aquatic accomplishments. The 27 daily lesson plans describe the materials and teaching methods used. Six pre- and posttests include the Metropolitan Readiness Test and the Goodenough Draw-a-Man Test. On the former test, four children improved from E (Low) to D (Low Normal), one from D to a higher D, one from C (Average) to B (High Normal), and one from A (Superior) to a higher A. On the latter tests, increases in mental age ranged from 6 months to 4 years. (SN)

### ABSTRACT 10663

EC 01 0663 ED N.A.
Publ. Date 66 264p.
Crawford, John E.
**Children with Subtle Perceptual-Motor Difficulties.**
EDRS not available
Stanwix House, 3020 Chartiers Avenue, Pittsburgh, Pennsylvania 15204.

Descriptors: exceptional child education; learning disabilities; identification; behavior; children; perceptual motor coordination; minimally brain injured; perceptually handicapped; pathology; clinical diagnosis; diseases; neurological defects; teacher role; physicians; parent counseling; medical treatment; neurology; individual characteristics; emotional problems; physiology; etiology; biochemistry; medical evaluation; check lists

In order to help teachers and others recognize perceptual-motor-expressive difficulties early enough to help children through appropriate remedial techniques, the text describes several children who illustrate the broad syndrome and differentiates among these children in clinical characteristics, organic signs, and behavior. Also considered are advances in diagnosis, the role of the teacher, identifying signals which the teacher can discern, emotional complications, and the effects of misunderstanding. Endocrine dysfunctions and brain and central nervous system dysfunctions are discussed, along with the role of the neurologist in diagnosis, clinical facets of the children, pharmacotherapy, aids, parent therapy, early recognition, and possible breakthroughs. Thirty-eight illustrations, a list of 37 books recommended for teachers, and a glossary of 92 items are provided. (DF)

### ABSTRACT 10669

EC 01 0669 ED N.A.
Publ. Date 66 423p.
Money, John, Ed.; Schiffman, Gilbert, Ed.
**The Disabled Reader; Education of the Dyslexic Child.**
EDRS not available
The Johns Hopkins Press, Baltimore, Maryland 21218 ($8.50).

Descriptors: exceptional child education; learning disabilities; teaching methods; reading; reading ability; remedial instruction; remedial programs; dyslexia; perceptually handicapped; lateral dominance; language handicaps; initial teaching alphabet; linguistics; phonics; morphophonemics; kinesthetic methods; spelling; behavior theories; experimental psychology; perceptual motor coordination; case studies (education)

Twenty-two papers consider theories of reading disability and various teaching methods. Disorders of spelling, linguistics, developmental factors in reading and writing backwardness, reading as operant behavior, experimental psychology of learning to read, the epidemiology of reading retardation and a program for preventive intervention, and learning and not learning to read are discussed. Teaching methods presented as alternatives to the whole word method are the Orton-Gillingham approach, tracing and kinesthetic techniques, the Initial Teaching Alphabet, the morphologico-algebraic approach, the color phonics system, and the progressive choice reading method; mature content for immature skills and program administration in a school system are included. Case histories illustrate space-form deficit, directional rotation and poor finger localization, conceptual idiosyncrasy, phonemic-graphemic matching defect, arrested literacy, and the developmental Gerstmann syndrome. A critique on teaching reading is presented. A glossary, a bibliography, and a selected bibliography of tests are included. (LE)

### ABSTRACT 10678

EC 01 0678 ED N.A.
Publ. Date 68 408p.
Bangs, Tina E.
**Language and Learning Disorders of the Pre-Academic Child: With Curriculum Guide.**
EDRS not available
Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016.

Descriptors: exceptional child education; language; learning; curriculum; preschool evaluation; language handicapped; learning disabilities; language development; intelligence; clinical diagnosis; curriculum guides; grouping (instructional purposes); parent participation; child development; retarded speech development; teaching methods; aurally handicapped

Parent goals, language, avenues of learning, assessment, and pre-academic training are discussed; communication, oral language, speech, written language, and intelligence are operationally defined. Assessment tools are described in general for assessing language skills, avenues of learning, qualitative interpretations, and diagnostic teaching. The diagnostician's report is summarized and explained. The discussion of developing a pre-academic program considers educational philosophy, school policy, and the curriculum guide. A definition of terms, assessment, training, psychological factors, and labels for class placement are given for adapting the pre-academic curriculum guide for children with hearing impairment. A pre-academic curriculum guide is presented for the following levels: from 6 months to 3 years and then the beginning, pre-kindergarten, kindergarten, and readiness levels. Appendixes of assessment and training materials and a 123-item bibliography are given. (SN)

### ABSTRACT 10718

EC 01 0718 ED N.A.
Publ. Date 66 120p.
Rappaport, Sheldon R., Ed.
**Childhood Aphasia and Brain Damage; Volume III, Habilitation.**
Pathway School, Norristown, Pennsylvania
Dolfinger-McMahon Foundation
EDRS not available
The Pathway School, Box 181, Norristown, Pennsylvania 19404.

Descriptors: exceptional child education; learning disabilities; educational programs; neurologically handicapped; language handicapped; aphasia; minimally brain injured; clinical diagnosis; psychological tests; communication (thought transfer); teaching methods; communication problems; visual perception; visualization; motor development; electroencephalograms; child development; conceptual schemes; language development; interdisciplinary approach

The scope, complexity, and basic principles of an effective habilitation program for brain injured children are considered. Sheldon R. Rappaport discusses the adult-child relationship and the adult's responsibility for providing structured learning experiences. The assessment of brain damaged children by Homer B.C. Reed includes some psychological tests; a language program for aphasic children is presented by Lillian F. Wilson. Gerald N. Getman describes the role of the visuomotor complex in learning, and Daniel Silverman considers the application of electroencephalography to the study of neurologically impaired children. Three discussions of presentations and concluding

remarks by Dr. Rappaport are included. (DF)

### ABSTRACT 10751

EC 01 0751 ED N.A.
Publ. Date (67) 59p.
Nash, Ralph J.; Pfeffer, Judith
**A Guide to a Special Class Program for Children with Learning Disabilities.**
Chicago Association For Children With Learning Disabilities, Illinois;
New Jersey Association For Brain Injured Children, East Orange
EDRS not available
Chicago Association For Children With Learning Disabilities, PH Child, Box 4451, Chicago, Illinois 60680.

Descriptors: exceptional child education; learning disabilities; teaching methods; minimally brain injured; individualized instruction; teacher role; clinical diagnosis; visualization; visual discrimination; auditory discrimination; auditory perception; visual perception; kinesthetic perception; motor development; eye hand coordination; arithmetic; reading; handwriting; social studies; sciences; special classes

Guidelines are presented for special classes enrolling children with learning disabilities. Descriptions of the population served, diagnosis, the classroom learning atmosphere, group and individual teaching, handling of the individual child, basic skills to be taught, the teacher's role, and integration of the child's total life experiences are discussed. Also considered are the observation of behavior in order to develop an approach toward remedying the child's disability and readiness at two levels. Activities are suggested for developing visual memory, visual discrimination, auditory memory, auditory discrimination, tactile/kinesthetic perception, motor training, body knowledge, and eye-motor ability. Special exercises are given for developing skills, visual/auditory association, arithmetic, handwriting, social studies, and science. Appendixes include eight anecdotal cases, outline a sample weekly lesson plan, and list instructional materials with publishers and 39 references. (LE)

### ABSTRACT 10842

EC 01 0842 ED 003 854
Publ. Date 64 22p.
Lewis, Edward R.
**Initial Teaching Alphabet (I.T.A.) for Instruction of Reading Disability Cases.**
San Jose State College, California
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-S-145

Descriptors: exceptional child research; reading; learning disabilities; teaching methods; instructional materials; remedial reading clinics; reading materials; methods research; reading failure; reading instruction; reading development; comparative analysis; remedial reading; comparative education; foreign countries; orthographic symbols; alphabets; San Jose; California; England

British experimental usage of Initial Teaching Alphabet (ITA) materials and procedures for instruction of reading disability cases was studied to determine if ITA methods and materials could be similarly used in a San Jose reading clinic. The investigator made observations in England of quality, format, concepts, and use of language in the ITA material. Findings were discussed under nine categories: ITA materials, pupil selection for ITA remedial work, remedial techniques with ITA, individual or group methods for use with ITA, phonetic or whole word approaches, diagnosis in ITA remediation, the use of supplementary materials, extent of teacher training, and ITA and the reading clinic. Generally ITA has had beneficial effects with children when a history of reading failure has existed. It was concluded that ITA materials available in England could be used in the United States with minor modifications in isolated books. However, additional materials which are not yet available in England include high interest, transitional, skill building, and supplementary materials, as well as ITA reading manuals. (JM)

### ABSTRACT 10923

EC 01 0923 ED 026 767
Publ. Date 68 166p.
Mallison, Ruth
**Education as Therapy; Suggestions for Work with Neurologically Impaired Children.**
EDRS not available
Special Child Publications, Seattle, Washington ($3.50).

Descriptors: exceptional child education; learning disabilities; educational therapy; educational diagnosis; neurologically handicapped; behavior; program development; home programs; preschool children; individualized instruction; play therapy; family (sociological unit); parent participation; interpersonal relationship; instructional materials; behavior change

Educational therapy and the procedures for use with neurologically impaired children are discussed. Areas considered are educational evaluation, including information from parents, the actual evaluation, and interpretation of the results; and program planning, including home training of the preschool child and ways in which the child's behavior may be influenced. A discussion of how and when academic work is to be introduced treats the following topics: adapting for a child with a communication disorder, reaching a withdrawn child, and influencing a child's feelings. The role of imaginative drawings and play in educational therapy are described. Related topics mentioned are carry over of therapy to life, implications for older children, interaction with siblings, parents' role in therapy, letter writing, termination of therapy, and definition of educational therapy. A list of 47 selected readings is included. (DF)

### ABSTRACT 10936

EC 01 0936 ED 026 780
Publ. Date 28 Oct 68 203p.
Cruickshank, William M. And Others
**The Preparation of Teachers of Brain-Injured Children. Syracuse University Special Education and Rehabilitation Monograph Series 8.**
National Institute Of Mental Health (DHEW), Bethesda, Maryland;
Syracuse University, New York
EDRS not available
MH-7559
Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 ($6.50).

Descriptors: exceptional child research; learning disabilities; teacher education; curriculum; teaching methods; course organization; school systems; graduate study; teacher improvement; followup studies; teacher evaluation; controlled environment; minimally brain injured; perceptually handicapped; program evaluation; masters degrees; administrator attitudes; demonstration programs

To prepare teachers to work with brain injured and hyperactive children, a training program leading to a master's degree was developed. Forty-seven teachers, chosen by their school systems, took both foundation and specialization courses and participated in a seminar which included study of theories and methods, collateral reading, projects, preparation of pre-academic materials, and activities related directly to children. Teachers also participated in staff meetings, the administrators' seminar, and field experiences. A demonstration class of eight boys (aged 7 to 13) served as a focal point for discussion; room modification and teaching methods followed the concepts of Strauss and Lehtinen. Followup studies were done of all teacher graduates: 33 were employed to teach brain injured children and seven to teach the emotionally disturbed. Beyond familiarity with similar concepts and knowledge of certain materials and skills, there were major differences in the way the teachers used their training. Previous training and experience, personality, reasonable disagreement, and attitude of the local school system were factors influencing adoption of the suggested methods. Results indicated that local school systems should be more basically involved in the training process. (RP)

### ABSTRACT 11047

EC 01 1047 ED N.A.
Publ. Date 66 423p.
Hellmuth, Jerome, Ed.
**Learning Disorders, Volume 2.**
EDRS not available
Special Child Publications, Seattle Seguin School, Inc., 71 Columbia Street, Seattle, Washington 98104.

Descriptors: exceptional child education; learning disabilities; perceptual motor coordination; teaching methods; learning characteristics; emotionally disturbed; neurologically handicapped; medical treatment; team teaching; clini-

cal diagnosis; psychoeducational clinics; family relationship; self concept; perception; neurological organization; vision; educational therapy; human posture; child development; services; behavior modification; dyslexia

Thirteen papers consider learning disorders. Aspects treated include a neuropediatric approach to the diagnosis and management of school behavioral and learning disorders; neurological organization as the basis for learning; physiologic considerations and the tactual mode in learning; developmental influences on the emergence and amelioration of learning disorders; and body image as related to perceptual-cognitive-motor disabilities. Also discussed are the family relationships of latency-age boys with emotionally based learning inhibitions; the relationship of human frontal lobe function and learning disorders and its implications; the lack of the clinical educator as clinic inadequacy in treating learning disorders; intellectual characteristics of severely retarded readers and implications for teaching techniques; observations on children with severe reading problems; medical treatment of behavior disorders; prescriptive team teaching for adolescent handicapped students within a public school; and a preliminary report on a study of eye preference, certain body mechanics, and visual problems. (TE)

## ABSTRACT 11156

EC 01 1156 ED N.A.
Publ. Date 67 22p.
Frostig, Marianne
**The Relationship of Diagnosis to Remediation in Learning Problems.**
Southern California University, Los Angeles
Rosenburg Foundation, San Francisco, California
EDRS not available
The Association For Children With Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 (Whole, $2.50).
Paper Published In International Approach To Learning Disabilities Of Children And Youth, Third Annual International Conference (Tulsa, Oklahoma, March 3-5, 1966), Pages 45-66.

Descriptors: exceptional child education; learning disabilities; identification; perception; tests; perceptually handicapped; visual perception; auditory perception; language; cognitive processes; clinical diagnosis; remedial programs; perceptual motor coordination; teaching methods; intelligence; Frostig Developmental Test of Visual Perception; Illinois Test of Psycholinguistic Abilities; (ITPA); Wechsler Intelligence Scale for Children

The diagnosis and remediation of learning problems are considered in the areas of sensory-motor ability, auditory perception, visual perception, language, and thought processes. The use of the following tests for evaluation is discussed: Wepman Test of Auditory Discrimination, Frostig Developmental Test of Visual Perception, Illinois Test of Psycholinguistic Abilities, Wechsler Intelligence Scale for Children, and several sensory-motor tests. Training programs for remediation of each area are outlined, and emotional and social development is treated. A table compares factors of the structure of the intellect at chronological age 6 with the abilities tapped by the Illinois, Frostig, and Wechsler tests. A bibliography cites 35 entries. Appendixes describe the Frostig and the Illinois tests by providing examples and explaining functions covered by the tests and training procedures which follow. Factors in human movement and physical education programs (with six references cited) as well as basic results on four tests are tabularly arranged. (DF)

## ABSTRACT 11199

EC 01 1199 ED 027 691
Publ. Date 31 Mar 69 219p.
Rappaport, Sheldon R.
**Public Education for Children with Brain Dysfunction.**
EDRS not available
Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 ($6.50).

Descriptors: exceptional child education; learning disabilities; educational programs; teaching methods; behavior change; school community cooperation; administrative policy; parent attitudes; parent counseling; child development; diagnostic teaching; equipment; classroom design; readiness; sensory integration; instructional materials; behavior problems; psychotherapy; teacher role; program planning

A foreword by William M. Cruickshank introduces a book designed to provide information on the problems of children with brain dysfunction and to furnish guidelines to habilitation. Subjects discussed are the status of education for these children, preparing the community for a school program, selection of school and preparation of the principal, teachers, and parents, and a conceptual model including child development as a framework for assessment and education. Recommendations of D.B. Harmon on environmental design, an example of educational programing, and tasks for the development of readiness are presented. Color, form, and utilization of instructional materials are described; also described are psychotherapy and the role of the teacher in behavior management, parent counseling, and the need for effective habilitation. A glossary of terms is included. (RP)

## ABSTRACT 11247

EC 01 1247 ED N.A.
Publ. Date 68 272p.
Hart, Jane; Jones, Beverly
**Where's Hannah; A Handbook for Parents and Teachers of Children with Learning Disorders.**
EDRS not available
Hart Publishing Company, Inc., 510 6th Avenue, New York, New York 10009 ($8.50).

Descriptors: exceptional child education; learning disabilities; teaching methods; behavior problems; behavior change; case studies (education); minimally brain injured; parent participation; etiology; clinical diagnosis; testing; psychomotor skills; perceptual motor learning; space orientation; child development; learning characteristics; individual characteristics; perceptually handicapped; learning activities; self concept; Movigenics

The story of a mother and a teacher relates the experiences of Hannah, a brain-injured, 11 1/2 year-old girl. The history of her characteristics, development, and training is interlaced with explanations of her behavior, of the characteristics of other children with learning disorders, and of training objectives based on the Movigenic theory of Ray H. Barsch which stresses acquisition of position in space. Activities are described for structuring the environment to control stress factors of space, time, language, and task multiplicity and level. Also described are the developmental process, testing and evaluation, teaching methods, behavior management, building self concept, and causes of brain injury. The role of the parent in helping the child and a schedule of lessons for one week are included. Also included are a chart of experiences from infancy to 8 years and a list of 15 national organizations which aid handicapped children. (LE)

## ABSTRACT 11263

EC 01 1263 ED N.A.
Publ. Date 65 282p.
**A Profile...The EH Child...And His Needs.**
Contra Costa County Department Of Education, Pleasant Hill, California
EDRS not available
Contra Costa Department Of Education, 75 Santa Barbara Road, Pleasant Hill, California 94523.

Descriptors: exceptional child education; learning disabilities; teaching methods; instructional materials; educational needs; neurologically handicapped; hyperactivity; perception; language arts; perceptual motor coordination; language development; mathematical concepts; mental retardation; neurological development; emotionally disturbed; epilepsy; dyslexia

The educationally handicapped child and his needs are discussed. Lectures treat mental retardation, function and malfunction of the nervous system, epilepsy, the education of the hyperactive child, perception, visual motor coordination and teaching materials, training perception, sensory motor training, special help in specific areas, and dyslexia. Student committee reports consider methods and materials encouraging the sequential development of quantitative concepts; eight authorities on visual perception and fine motor coordination; methods and materials for teaching reading, spelling, and writing; teaching methods and techniques for auditory perception and language development; and gross motor development materials and teaching and evaluation methods.

An additional report discusses psychological services for emotionally handicapped children. The appendixes provide a diagnostic test to be administered by teachers to discover potential learning difficulties of children and outline the regulations relating special education programs for emotionally handicapped minors; a general bibliography cites 101 items. (LE)

### ABSTRACT 11384

EC 01 1384 ED N.A.
Publ. Date 11 Oct 68 175p.
Smith, Bert Kruger
**Your Nonlearning Child: His World of Upside Down.**
EDRS not available
Beacon Press, 25 Beacon Street, Boston, Massachusetts 02108 ($4.95).

Descriptors: exceptional child services; perception; learning disabilities; educational needs; minimally brain injured; dyslexia; aphasia; neurologically handicapped; clinical diagnosis; clinics; self concept; case studies (education); family problems; educational programs; educational planning; child rearing; special schools; educational legislation; student teacher relationship; parent child relationship

Directed to teachers, volunteers, and parents working with the unlearning child, the text describes the child with specific learning disabilities in terms of perception, thought development, language, and symptoms. The damaged child's view of himself as a failure is discussed; case histories are provided; causes stated; and parent and teacher views of the child are presented. Guidelines for parents are provided which describe a study period, discipline, and independence training; guidelines for teachers describe sources of help including the Houston Speech and Hearing Center, the Institute for Language Disorders in Evanston, Illinois, the Pathway School in Morristown, Pennsylvania, and the Menninger Foundation in Topeka, Kansas. The responsibility for these children is examined in light of legislative programs, recommendations from Associations for Children with Learning Disabilities, the Bureau of Education for the Handicapped, current research, and activities and information sources. (LE)

### ABSTRACT 11870

EC 01 1870 ED N.A.
Publ. Date 64 258p.
Roswell, Florence; Natchez, Gladys
**Reading Disability; Diagnosis and Treatment.**
EDRS not available
Basic Books, Inc., Publishers, 404 Park Avenue South, New York 10016 ($5.50).

Descriptors: exceptional child education; learning disabilities; reading; teaching methods; dyslexia; reading instruction; reading improvement; instructional materials; reading materials; reading comprehension; reading skills; word recognition; vocabulary development; remedial reading; psychotherapy; case studies (education); educational diagnosis; etiology; identification; underachievers

The causes, diagnosis, and treatment of reading disability are examined; the nature of reading disability is defined; and the diverse characteristics of students with reading disability are considered. A multidisciplinary approach to treatment is advanced, and the varied causes and their interfunctioning are analyzed. Diagnosis is approached from two angles: the contributions and means of investigation of both the teacher and the psychologist. Aspects of treatment described include psychotherapeutic principles as applied to remedial reading instruction, the major methods of teaching word recognition, and the application of its techniques within a group or individual setting. Basic components and remedial methods connected with developing comprehension, study skills, and vocabulary are also explained. The scope of the discussion is extended by applying principles to pupils of widely differing ages and stages of achievement and describing remedial techniques for older pupils with severe reading disability as well as methods for helping the bright high school student who is not achieving up to capacity. Case histories illustrating various facets of the problem are presented. The appendixes offer representative tests; listings of selected books by grade level; descriptions of games, devices, and workbooks; and word lists. (JM)

### ABSTRACT 11968

EC 01 1968 ED 031 001
Publ. Date 69 265p.
Cratty, Bryant J.
**Perceptual-Motor Behavior and Educational Processes.**
EDRS not available
Charles C Thomas, Publisher, 301-27 East Lawrence Avenue, Springfield, Illinois 62703 ($9.50).

Descriptors: exceptional child education; handicapped children; teaching methods; perceptual motor learning; physical education; visually handicapped; orthopedically handicapped; learning theories; social influences; visual perception; minimally brain injured; mentally handicapped; perceptual development; visually handicapped mobility; hyperactivity; psychomotor skills; perceptual motor coordination; lateral dominance

Addressed to elementary school and special class teachers, the text presents research-based information on perceptual-motor behavior and education, including movement and the human personality, research guidelines, and movement activities in general education. Special education is considered and perceptual motor abilities are discussed with reference to the blind, the clumsy child with minimal neurological handicaps, the mentally retarded, and the orthopedically handicapped. An appendix provides a screening test for evaluating perceptual motor attributes of neurologically and mentally handicapped children as well as a mobility orientation test for the blind. (MS)

### ABSTRACT 11984

EC 01 1984 ED N.A.
Publ. Date 24 Dec 68 296p.
Dechant, Emerald
**Diagnosis and Remediation of Reading Disability.**
EDRS not available
Parker Publishing Company, Inc., Village Square Building, West Nyack, New York 10994 ($8.95).

Descriptors: exceptional child education; learning disabilities; reading; teaching methods; instructional materials: dyslexia; reading difficulty; testing; remedial reading, clinical diagnosis; instructional materials; identification; prevention; remedial reading programs; reading instruction; program planning; individualized instruction

Intended for the classroom teacher, the text presents methods for preventing, diagnosing, and remediating reading problems. Areas considered include identification of the difficulty, diagnostic testing, investigation of causes, and organization and implementation of remediation. A survey of reading methods is provided, along with a discussion of meeting the individual needs of children whose reading problems are compounded by other handicapping conditions. Various remedial procedures are described; guidelines are offered and materials listed in the areas of skill improvement materials, audiovisual materials, mechanical devices, and professional books. Information is appended regarding the following: tests of intelligence and reading readiness as well as reading survey, diagnostic reading, and oral reading tests; the role of the reading specialist; and 43 test and 231 book publishers. (LE)

### ABSTRACT 20165

EC 02 0165 ED 031 834
Publ. Date 69 244p.
Valett, Robert E.
**Programming Learning Disabilities.**
EDRS not available
Fearon Publishers, 2165 Park Boulevard, Palo Alto, California 94306.

Descriptors: exceptional child education; learning disabilities; program planning; psychoeducational processes; evaluation methods; psychological evaluation; diagnostic teaching; reinforcement; sensory integration; perceptual motor coordination; administrative policy; identification; records (forms); teaching methods; instructional materials; class organization; classroom design; ancillary services; clinical diagnosis

Written primarily for use by persons concerned with the establishment and operation of learning disability programs, the text presents a rationale for programing, definitions, examples, and educational rationales for basic learning abilities, and a model school district policy statement. Preliminary screening, psychological evaluation, a developmental task approach to education, the diag-

nostic-prescriptive teacher, and the development of sensory-motor and perceptual skills are discussed. Suggestions are made for prescriptive programing and program organization; the rationale and methods for behavior modification and supporting programs and services are considered. Sample letters, forms, and records, behavior rating scales, evaluation sheets, schedules, lists of equipment and supplies, and lesson plans are provided. (RJ)

### ABSTRACT 20210

EC 02 0210 ED N.A.
Publ. Date 66 109p.
Mahler, Donald
**Introduction to Programs for Educationally Handicapped Pupils; Emphasis--Minimal Cerebral Dysfunction.**
California Association For Neurologically Handicapped Children, Sacramento, Education And Information Committee
EDRS not available
California Association For Neurologically Handicapped Children, Educational And Information Committee, 5954 Spruce Avenue, Sacramento, California 95841.

Descriptors: exceptional child education; learning disabilities; minimally brain injured; incidence; neurologically handicapped; identification; individual characteristics; clinical diagnosis; educational diagnosis; learning characteristics; professional personnel; program planning; educational administration; student placement; teacher selection; teacher education; teaching methods; student evaluation; program costs; classroom design

The emerging concern for educationally handicapped is described in terms of its general background, the nature and extent of the problem, terminology, its importance to curriculum planners, and the responsibility of administration. Related research from before World War II to the present is reviewed, including three studies done in California; directions for future research efforts are indicated. Diagnostic appraisal is discussed, with nine factors specified and a summary form provided. Appraisal methods are detailed for minimal cerebral dysfunction and emotional handicaps including a frame of reference for educational, psychological, medical, and other needs. Operational planning is considered for the following areas: administrative, teacher, curricular, parental, evaluation, fiscal, and physical. A bibliography includes 197 entries, many of them annotated. (JD)

### ABSTRACT 20240

EC 02 0240 ED N.A.
Publ. Date Apr 69 310p.
Strang, Ruth
**Diagnostic Teaching of Reading.**
EDRS not available
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 ($8.50).

Descriptors: exceptional child education; reading; teaching methods; reading diagnosis; remedial reading; reading tests; interviews; case studies (education); reading instruction; diagnostic tests; classroom observation techniques; reading skills; diagnostic teaching; evaluation methods; learning disabilities; teacher role; oral reading; reading interests; dyslexia

Designed for a first course in the diagnosis of reading difficulties or for a major part of a comprehensive course in the teaching of reading, the text clarifies diagnostic theory, develops applications, and suggests specific ways to carry out the procedures described. Specific examples and cases illustrate the use of various diagnostic and remedial procedures at both elementary and secondary school levels. Excerpts from recorded interviews form the basis of a study of interview techniques. Discussions of group methods include the role of the teacher in diagnosis, observation in the classroom, oral reading as a diagnostic technique, introspective-retrospective reports, ascertaining interests, and the contribution of tests. Individual methods featured are physical factors in reading diagnosis, reading tests administered individually, indicators of reading potential, interview techniques, projective methods, and interpretation, synthesis, and treatment. Each chapter includes references and suggested readings. (LE)

### ABSTRACT 20249

EC 02 0249 ED N.A.
Publ. Date Jan 67 564p.
Bond, Guy L.; Tinker, Miles A.
**Reading Difficulties: Their Diagnosis and Correction.**
EDRS not available
Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016 ($7.50).

Descriptors: exceptional child education; reading; reading instruction; reading diagnosis; remedial instruction; learning disabilities; dyslexia; individual differences; teaching methods; individualized instruction; etiology; physical fitness; adjustment (to environment); diagnostic tests; reading tests; word recognition; reading comprehension; reading speed; case studies (education); reading difficulties

The principles of reading instruction and the nature and causes of reading difficulties are discussed, and the diagnosis of reading difficulties is described in terms of general principles, analysis, and specific approaches. Remedial treatment techniques considered are basic principles, development of comprehension abilities, correcting word-recognition difficulties, treating orientation problems, overcoming specific defects, and improving reading for content and comprehension. Also treated are special reading problems. Appendixes list reading tests, teaching and remedial reading resources, monographs, pamphlets, conference reports, selected sources of graded book lists, sources of materials, and bibliographies of literature. (KN)

### ABSTRACT 20407

EC 02 0407 ED N.A.
Publ. Date Apr 67 260p.
Wilson, Robert M.
**Diagnostic and Remedial Reading for Classroom and Clinic.**
EDRS not available
Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43216 ($5.95).

Descriptors: exceptional child education; teaching methods; reading; identification; student characteristics; educational diagnosis; clinical diagnosis; remedial reading; reading comprehension; vocabulary; parent role; special programs; instructional materials; specialists; dyslexia; teacher role; testing; administrator responsibility; learning disabilities

Providing a communication link between the classroom teacher and the reading therapist, the text provides guidelines and specific, tested methods which will give success and satisfaction to the problem reader. Chapters deal with the following topics: characteristic traits and reactions of problem readers; basic, noneducational, and educational diagnosis; principles of remediation and remedial techniques for orientation, vocabulary, and comprehension difficulties; evaluation in remedial reading; parents' role in diagnosis, remediation, and prevention; and professional responsibilities and programs. Suggested readings are listed at the close of each chapter. Appended charts describe 38 diagnostic instruments and 59 remedial materials and provide addresses of publishers of instructional materials. (JD)

### ABSTRACT 20471

EC 02 0471 ED N.A.
Publ. Date 69 151p.
Spache, George D., Ed.
**Reading Disability and Perception, Volume 13, Part 3.**
International Reading Association, Newark, Delaware
EDRS not available
International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711.
Proceedings Of The Annual Convention Of The International Reading Association (13th, Boston, Massachusetts, April 24-27, 1968).

Descriptors: exceptional child research; learning disabilities; reading; perception; identification; dyslexia; reading difficulty; clinical diagnosis; visual perception; perceptual motor coordination; perceptual motor learning; remedial reading programs; remedial instruction; research reviews (publications); reading failure; reading difficulty; lateral dominance; neurologically handicapped; psychoeducational processes

Included are three papers on interpretations of dyslexia, six papers on the identification of dyslexics, two discussions of the role of visual perception, three approaches to the treatment of dyslexia, three methods of improving perception, and a satirical forecast of

diagnosis and remediation of dyslexia in 1980. (AB)

### ABSTRACT 20477

EC 02 0477 ED N.A.
Publ. Date Mar 69 103p.
Bednar, Michael J.; Haviland, David S.
**The Role of Physical Environment in the Education of Children With Learning Disabilities. A Position Paper.**
Rensselaer Polytechnic Institute, Troy, New York, Center For Architectural Research
Education Facilities Laboratories, Inc., New York, New York
EDRS not available
Center For Architectural Research, Rensselaer Polytechnic Institute, Troy, New York 13281.

Descriptors: exceptional child education; learning disabilities; environmental influences; school design; individual characteristics; perceptually handicapped; mentally handicapped; psychomotor skills; emotionally disturbed; incidence; socially maladjusted; minimally brain injured; lighting; color planning; acoustics; design needs; architectural programing; self concept; spatial relationship

Concerned with the role of physical environment in the education of exceptional children, this position paper reviews the general problem and the roles of architects and educators in it. Exceptionality is discussed; learning disabilities are considered as a criterion for educational grouping instead of medical classifications; and the exceptionalities of retardation, brain injury, social maladjustment, and emotional disturbance are categorized as learning disabilities. A portrait of a brain injured child is provided, and learning disabilities are further classified as perceptual, motor related, or psychosocial. Special education programs and methods are described; the role of environment is discussed. The following are then presented: environmental variables, environmental characteristics, and program factors. Directions are proposed for future environmental research in special education. (JD)

### ABSTRACT 20707

EC 02 0707 ED N.A.
Publ. Date 65 246p.
Peter, Lawrence J.
**Prescriptive Teaching.**
EDRS not available
Mcgraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036.

Descriptors: exceptional child education; learning disabilities; emotionally disturbed; handicapped children; educational diagnosis; individualized programs; therapeutic environment; interdisciplinary approach; school personnel; individual development; learning theories; teaching methods; diagnostic teaching; educational strategies

The book provides a methodology for dealing with a wide range of problems in the regular classroom or in special education. Ways to convert diagnostic findings into classroom procedures are explained in an informative manner to readers who are not specialists in psychology. Content includes discussions on the following: an introduction with a definition, use of diagnostic resources, principles of guidance, and an overview of the prescriptive teaching method; the development of the principle of structure in the learning process; methods for diagnosis; ways to translate diagnostic findings; a discussion on the education of the exceptional child; three examples of teaching prescriptions; means of communication; a discussion on the teacher and the teaching process; a chapter on the followup method for instruction improvement; and conclusions. (WW)

### ABSTRACT 20709

EC 02 0709 ED N.A.
Publ. Date 66 345p.
Gillingham, Anna; Stillman, Bessie W.
**Remedial Training for Children with Specific Disability in Reading, Spelling, and Penmanship.**
EDRS not available
Educators Publishing Service, Inc., 301 Vassar Street, Cambridge, Massachusetts 02139.

Descriptors: exceptional child education; learning disabilities; language arts; reading; teaching methods; teaching guides; dyslexia; spelling; perceptually handicapped; handwriting; writing; dictionaries; case histories (education); phonics; phonetics; remedial instruction; auditory perception; visual perception

The challenge of specific disabilities is presented in case histories of nine children with reversals in visual or auditory memory of words or other material. After factors affecting student performance in remedial work are considered, equipment and materials are listed. The following areas are detailed: reading and spelling with phonetic words; words phonetic for reading but not for spelling; remedial training for upper grade and high school pupils; acquiring familiarity with sound symbols; expressing ideas in writing; certain spelling situations crystallized into rules; spelling generalizations based on phonics; handwriting; and dictionary technique. The appendix illustrates 27 drills. (DF)

### ABSTRACT 20721

EC 02 0721 ED N.A.
Publ. Date 68 99p.
Arena, John I., Ed.
**Building Spelling Skills in Dyslexic Children.**
EDRS not available
Academic Therapy Publications, 1539 4th Street, San Raphael, California 94901 ($2.95).

Descriptors: exceptional child education; learning disabilities; spelling instruction; dyslexia; teaching methods; parent teacher conferences; visual discrimination; sensory training; diagnostic teaching; remedial instruction; visual perception; educational games; linguistics; kinesthetic perception; handwriting; phonics; phonemes; initial teaching alphabet

Remedial approaches to spelling deficiencies specifically geared for the learning disabled are presented both in new articles and from some of the best articles of the Fall 1967 issue of Academic Therapy Quarterly. They were compiled with emphasis on creative methods and materials which utilize sensory modalities. Two unusual methods (writing, self-dictating method centered around a tape recorder and a non-visual technique involving sensory tracing) are explained. Other articles deal with discussions on spelling tests with suggestions for specific tests to use in a formal diagnostic evaluation, a technique for developing form constancy with suggestions for classroom games, characteristics and needs of a learning disabled child, a suggestion for an intermediate stage between motor-perceptual-visualization training and spelling competency, and criteria to be applied in judging improvement in spelling. A technique to determine auditory abilities as a method to develop visual-aural competencies, a discussion on the theory and practices of the i.t.a. and spelling, suggestions for diagnosis and remediation of spelling disabilities, and a technique which utilizes the sensory approach to spelling are detailed. Other articles present a discussion of the visual skill of spelling, a method for teaching spelling in a splash of color, an integrational approach to spelling, suggestions for nonconventional ways of administering and scoring spelling tests, a definition of the linguistic approach, a device to help teach memory for design, shapes and forms, a discussion of developmental teaching, suggestions for associative memory for spelling, remediation techniques for individual letter reversal reductions, a discussion of a technique of using three-dimensional texture for letter acquisition, ideas on auditory fusion and word forms as spelling techniques, and suggestions for time charts for poor spellers. Interspersed with the main articles are short creative ideas for possible classroom cmplementation. (WW)

### ABSTRACT 20827

EC 02 0827 ED 032 693
Publ. Date 28 Aug 69 195p.
Ashlock, Patrick
**Teaching Reading to Individuals with Learning Difficulties.**
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($10.75).

Descriptors: exceptional child education; learning disabilities; dyslexia; reading instruction; teaching methods; instructional materials; historical reviews; tests; perception tests; intelligence tests; reading tests; educational therapy; remedial reading; administration; program planning; bibliographies

Intended to encompass individuals in need of special treatment, teachers, and areas of knowledge relevant to either or

both groups, the text discusses the following subjects: the nature of reading; the nature of learning difficulties; the development of reading instruction in the United States; the development of instruction for children with learning difficulties in the United States; and educational therapy for persons with reading problems. Also considered are instructional approaches and materials for the reading disabled and the organization, implementation, and administration of reading programs. Sources of professional information for teachers of those with reading difficulties and a list of publishers' addresses are included. Wineva M. Grzynkowicz and Richard L. Dervin author three chapters. (RJ)

### ABSTRACT 20831

EC 02 0831 ED 032 698
Publ. Date 69 81p.
Smith, Carl B. And Others
**Treating Reading Disabilities: The Specialist's Role.**
Indiana University, Bloomington
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; dyslexia; teaching methods; reading; remedial reading; reading difficulty; educational diagnosis; testing; reading tests; instructional materials; remedial teachers; tutoring; reading programs; personnel needs; classrooms; student evaluation; inservice teacher education; individualized instruction

One of four books directed to reading specialists, the text provides information on methods for identifying problems that can be efficiently treated in a remedial reading group and on methods for handling these problems. Consideration is given to the scope of the problem and to three categories of disabilities. Levels of diagnosis, types of tests, environmental factors, and the use of tests are discussed. Also discussed are the following: selection of children, remedial classes, special equipment, and guidelines for effective programs; the role of the reading coordinator, tutoring, small group instruction, reteaching reading, a saturation program, junior high classes, working with parents, and full use of equipment; and the establishment of a remedial program, the extent of need, the establishment of objectives, personnel needs, the creation of facilities, purchase of material, schedules of treatment, regular evaluation, reports of results, and inservice programs. Appendixes include diagnostic and correctional procedures for specific reading skills and methods for individualizing instruction. (WW)

### ABSTRACT 20836

EC 02 0836 ED 032 703
Publ. Date (69) 90p.
Burg, Mary, Comp.
**Handbook for Teachers of Children with Specific Learning Disabilities.**
Hamilton County Public Schools, Ohio
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; records (forms); program planning; administration; referral; student placement; behavior rating scales; checklists; student records; student evaluation; state standards; administrator guides; class organization; instructional materials; tutoring; parent teacher conferences; parent participation; reading skills; teacher responsibility; Ohio

A forward, an educational philosophy, a statement of beliefs, a list of teachers' addresses, a calendar of events, a statement of interdisciplinary relationships, and procedures for referral and placement precede records and forms used by an Ohio county school system for children with learning disabilities. Information is provided on the following topics: referral forms and a placement letter; criteria and information needed for placement; the Ohio State Board of Education Standards; an administrator's guide; an explanation of the data processing of records; organization of a classroom, program structure, a suggested list of materials, and suggestions for an instructional program; tutoring services; a checklist for reporting to parents; and forms and suggestions for parent-teacher conferences. Also provided are information on parent organizations and on teachers speaking to community groups and attending conventions, reading skills check lists and rating scales, policies on teacher absences and inservice training, and procedures for regular class placement. Recommendations are made for the order of use of books and materials, and a bibliography is included. (RJ)

### ABSTRACT 20843

EC 02 0843 ED 012 139
Publ. Date 64 128p.
Rappaport, Sheldon R., Ed.
**Childhood Aphasia and Brain Damage--A Definition.**
The Pathway School, Norristown, Pennsylvania
EDRS not available
Livingston Publishing Company, Narberth, Pennsylvania 19072.

Descriptors: exceptional child education; program planning; educational needs; learning disabilities; aphasia; minimally brain injured; communication problems; neurologically handicapped; case studies (education); language development; rehabilitation; language handicapped; aurally handicapped; educational programs; teaching methods; psychotherapy; self concept

A symposium for the purpose of establishing working definitions of aphasic and brain-injured children is described. The two topics discussed by panelists, with questions and answers given, are characteristics of aphasia in children and the brain damage syndromes. The latter's manifestations in school and in historical and psychological data are delineated. Conclusions involving educational programs for the two groups are given. Four case histories and a 35-item bibliography are also provided. (MW)

### ABSTRACT 20860

EC 02 0860 ED 028 556
Publ. Date 13 Dec 68 86p.
Simpson, Dorothy M.
**Learning to Learn. The Slow Learner Series.**
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($1.50).

Descriptors: exceptional child education; learning disabilities; dyslexia; teaching methods; perception; psychomotor skills; reading; perceptual motor coordination; instructional materials; eye movements; testing; sensory integration; reading readiness; visual discrimination; evaluation techniques; visual perception; lateral dominance

The author gives an account of her early teaching experiences, her awareness that many children did not learn to read, her early investigations of readiness, and her conclusions that difficulty in numbers, copying, or tracing were closely related to reading disability. The importance of visual perception, eye motility, early child development, and physical activities to develop coordination and laterality are discussed. Instructional materials, evaluation methods, criteria for pupil selection and time allocation, teaching methods for group and individual instruction, and adaptation of pursuit training to other classroom activities are described for a program of visual motility. An experiment in perceptual training conducted with 24 first grade children which indicated that the experimental children made greater gains in reading is reported; also mentioned are the predictive validity of tests and an examination of 20 readiness workbooks. (RJ)

### ABSTRACT 20875

EC 02 0875 ED 028 571
Publ. Date 69 382p.
Otto, Wayne, Ed.; Koenke, Karl, Ed.
**Remedial Teaching: Research and Comment.**
EDRS not available
Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107.

Descriptors: exceptional child education; remedial instruction; research reviews (publications); underachievers; learning disabilities; dyslexia; tests; student evaluation; teaching methods; case records; reading; handwriting; arithmetic; spelling; written language

Following suggestions by the editors on how to evaluate their selections are 49 articles on research and on programs and procedures in remedial and corrective education. Papers included treat the following topics: problems of underachievement, correlates of learning disability, approaches to the diagnosis of learning problems, approaches to corrective and remedial teaching, the case report, reading, handwriting, arithmetic, spelling, and written expression. (JD)

### ABSTRACT 20885

EC 02 0885 ED 028 583
Publ. Date 68 144p.
Karnes, Merle B.
**Helping Young Children Develop Language Skills: A Book of Activities.**
Council For Exceptional Children, Washington, D. C.
EDRS mf
The Council For Exceptional Children, NEA, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (HC $2.75).

Descriptors: exceptional child education; psycholinguistics; teaching methods; communication skills; learning activities; disadvantaged youth; language; listening skills; visual perception; language development; verbal ability; associative learning; auditory perception; recall (psychological); perceptual motor learning; memory; instructional materials; mentally handicapped; learning disabilities; preschool children

Developed to improve the language skills of culturally disadvantaged preschool children, the activities can be adapted for use with the retarded or those with learning disabilities. Communication processes considered are derived from the Illinois Test of Psycholinguistic Abilities. Activities are described for the following areas: listening skills or auditory decoding; understanding materials presented visually or visual decoding; verbal expressive abilities or vocal encoding; motor expression or motor encoding; verbal associations or auditory vocal association; visual associations or visual motor association; standard syntactical constructions and auditory closure or auditory vocal automatic process; auditory memory or auditory vocal sequential process; visual memory or visual motor sequential process; and visual closure. An appendix contains a list of sources. (RJ)

### ABSTRACT 20886

EC 02 0886 ED 028 584
Publ. Date 68 276p.
Haywood, H. Carl, Ed.
**Brain Damage in School Age Children.**
Council For Exceptional Children, Washington, D. C.
EDRS mf
The Council For Exceptional Children, NEA, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (HC $5.50 Paper; $6.50 Cloth).

Descriptors: exceptional child education; neurology; minimally brain injured; identification; teaching methods; learning disabilities; neurologically handicapped; physiology; cerebral dominance; epilepsy; seizures; language handicapped; aphasia; clinical diagnosis; testing; psychological tests; case records; motor development; perceptually handicapped; Doman Delacato Method

The product of a professional workshop, 10 papers discuss brain damage. An introduction to clinical neuropsychology is presented by H. Carl Haywood. A section on neurological foundations includes papers on the organization of the central nervous system by Jack T. Tapp and Lance L. Simpson, on epilepsy by Angela T. Folsom, and on organic language disorders in children by Kathryn Barth Horton. Aspects of psychological diagnosis considered are the use of psychological tests in diagnosis by Homer B.C. Reed, Jr., and screening children through the laboratory method by Luciano L'Abate. Approaches to treatment are included in a discussion of educators and minimal brain dysfunction by Lloyd M. Dunn, in a summary of the literature on behavior disorders in brain injured children by Gary M. Clark, and in a review of the theories and methods of Doman and Delacato by Charles W. McDonald. An annotated bibliography on anoxia by Harry Lewis is also included. (RJ)

### ABSTRACT 20906

EC 02 0906 ED 020 60?
Publ. Date 67 111p.
Valett, Robert E.
**The Remediation of Leaning Disabilities, A Handbook of Psychoeducational Resource Programs.**
EDRS not available
Fearon Publishers, 2165 Park Boulevard, Palo Alto, California 94306 ($12.00).

Descriptors: exceptional child education; learning disabilities; teaching methods; curriculum; perceptual motor coordination; language development; perceptual motor learning; concept formation; interpersonal competence; motor development; learning activities; physical activities; curriculum guides; psychomotor skills; remedial programs; perceptual development; cognitive development; physical development; skill development; resource guides; sensory training; sensory integration; social development; abstract reasoning

Intended for special education teachers, remedial specialists, and psychologists, the handbook presents a series of concrete activities and exercises for children with learning disabilities. Fifty-three basic learning abilities or resource programs are grouped under six major areas--gross motor development, sensory motor integration, perceptual motor skills, language development, conceptual skills, and social skills. Each ability is defined operationally, illustrated, and provided with an educational rationale. Also, each activity is considered as a developmental task, and beginning, middle, and advanced level program ideas are suggested. A sample program worksheet, references to related programs, suggestions for instructional materials and relevant evaluational and diagnostic aids, and supplementary readings are provided for all 53 programs. Forms for pupil evaluation and pupil progress reports are included. The book, presented in loose leaf format, is intended for modification and extension by its users. (JD)

### ABSTRACT 20907

EC 02 0907 ED 020 603
Publ. Date Jul 67 389p.
Newcomb, Daniel L., Ed.
**Proceedings, 1967 International Convocation on Children and Young Adults with Learning Difficulties (Pittsburgh, Pennsylvania, February 24, 25, 26, 1967).**
Home For Crippled Children, Pittsburgh, Pennsylvania
EDRS mf,hc
Home For Crippled Children, 1426 Denniston Avenue, Pittsburgh, Pennsylvania 15217.

Descriptors: exceptional child education; learning disabilities; identification; teaching methods; reinforcement; etiology; language development; educational methods; behavior; perception; remedial programs; program planning; behavior change; intervention; special programs; motor development; child development; rehabilitation; perceptual motor development; cognitive processes

The proceedings include articles in three areas of learning disabilities: 23 on eitology and identification, 14 on education, habilitation, and remediation, and 11 on rehabilitation and innovation. Topics include language, reading, and communication disabilities; behavior; auditory and visual perception; motor functions; and evaluation and diagnosis. Consideration is also given to the following: the role of the social worker, teacher, pediatrician, and psychiatrist with reference to particular problems; teaching methods; educational intervention, and the application of the therapy, behavior modification, and learning theories; and children with several sorts of learning disabilities including disadvantagement, minimal brain injury, mental retardation, and behavior disorders. (JD)

### ABSTRACT 20912

EC 02 0912 ED 020 605
Publ. Date 68 273p.
Myklebust, Helmer R., Ed.
**Progress in Learning Disabilities. Volume I.**
EDRS not available
Grune & Stratton, 381 Park Avenue South, New York, New York 10016.

Descriptors: exceptional child education; learning disabilities; child development; identification; language; physicians; psychiatrists; electroencephalography; visual perception; dyslexia; neurological organization; ophthalmology; language ability; educational needs; teaching methods; educational planning; medical evaluation; perceptual development; perceptual motor coordination; neurologically handicapped; perceptually handicapped; minimally brain injured; educational diagnosis

The first of a series dealing with learning disabilities from a psychoneurological standpoint, the volume contains current discussions and research reports. Ten authors from a variety of fields contribute chapters, each with an accompanying list of references. The editor, H.R.

Myklebust, provides the opening article on Learning Disabilities: Definition and Overview. Also included are Pediatric Neurology and Learning Disabilities by D.M. Vuckovich, Learning Disabilities: The Developmental Point of View by L.B. Ames, The Role of Child Psychiatry in Learning Disabilities by M. Giffin, and The Pediatrician's Role in Learning Disabilities by B.H. Ong. Additional articles presented are Electroencephalography and Learning by J.R. Hughes, Ophthalmological Factors in Learning Disabilities by L.J. Lawson, Neurological Foundations of Language by N. Geschwind, Language Pathology and Learning Disabilities by H.J. McGrady, and Education for Children with Learning Disabilities by M. Frostig. (DF)

### ABSTRACT 20916

EC 02 0916 ED 019 803
Publ. Date 67 502p.
Frierson, Edward C., Ed.; Barbe, Walter B., Ed.
**Educating Children with Learning Disabilities: Selected Readings.**
EDRS not available
Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016 ($6.95).

Descriptors: exceptional child education; learning disabilities; teaching methods; perceptually handicapped; minimally brain injured; clinical diagnosis; taxonomy; language; behavior; educational methods; educational needs; parent counseling; social workers; psychological characteristics; medical treatment; dyslexia; neurological organization; neurological defects; testing; evaluation; perceptual motor learning; perceptual motor coordination; perceptual development; mentally handicapped; spelling; arithmetic; word recognition; reading; remedial instruction

Intended for general educators as well as specialists, the collection contains selected articles by different authors on learning disabilities. An introduction to the field is provided by an overview (five articles) and a consideration of brain dysfunctions (four articles). Specialized approaches to learning disorders are explained from the viewpoint of special education, psychology, and sociology (five articles) and from the viewpoint of neurology, psychology, and pediatrics (three). The following aspects of diagnosis are discussed: rationale (two articles), educational procedures (four), and school learning disabilities (four). Also considered are a rationale for education (in four articles), educational procedures (six), and remediation of school learning disabilities (five). Each of the four sections is preceded by an introduction by the editors. A reference list accompanies each introduction and each article. A glossary of 74 terms is provided. (JD)

### ABSTRACT 20941

EC 02 0941 ED 032 666
Publ. Date 69 389p.
Tarnopol, Lester, Ed.
**Learning Disabilities; Introduction to Educational and Medical Management.**
EDRS not available
Charles C Thomas, Publisher, 301-27 East Lawrence Avenue, Springfield, Illinois 62703 ($16.75).

Descriptors: exceptional child education; learning disabilities; identification; behavior problems; parent role; visual perception; auditory perception; minimally brain injured; medical evaluation; psychological evaluation; testing; clinical diagnosis; dyslexia; psycholinguistics; reading instruction; delinquency; teaching methods; program administration; rehabilitation; community programs

Designed to assist in the development or improvement of programs for children with learning disabilities, the text includes the following discussions: an introduction to children with these disabilities; a new look at learning disabilities; parent and professional relations; the national problem of learning disabilities; the role of the physician in early diagnosis and management; psychiatric disability and learning problems; rehabilitation and community programs; the psychologist and case finding; testing; auditory processes; visual perception and early education; a psychoeducational and physiological approach to the dyslexias; the Illinois Test of Psycholinguistic Abilities; a controversial view of reading; delinquency and learning disabilities; case finding, treatment, and the teacher; program administration; and Michigan's perceptual development program. Parent organizations are listed. (RJ)

### ABSTRACT 20986

EC 02 0986 ED N.A.
Publ. Date 69 137p.
Arena, John I.
**Teaching Through Sensory Motor Experiences.**
EDRS not available
Academic Therapy Publications, 1539 Fourth Street, San Rafael, California 94901.

Descriptors: exceptional child education; learning disabilities; perceptual motor learning; teaching methods; sensory training; body image; space orientation; lateral dominance; kinesthetic perception; retention; eye hand coordination; tactual perception; visualization; visual perception; auditory perception; sequential approach

Included in the collection are articles on sensory-motor sequencing experiences in learning by R.G. Heckelman, intergrating form perception by Floria Coon-Teters, building patterns of retention by Harold Helms, hand-eye coordination by Shirley Linn, laterality and directionality by Sheila Benyon, body image and body awareness by Grace Petiticlerc, tactile-kinesthetic approaches to learning by Lena Gitter, and relating body awareness and effortless motion to visual training by C.V. Lyons and Emily Lyons. Also discussed are visual perception and discrimination (Donald Hardy and Beverly Casebeer), auditory perception (Martha Serio and Martha Faelchle), perceptual distortion (Jack Wahl), arithmetic and language skills developed through emphasis on counting sequences (Florence A. Sharp), and errors in visual perception (Mary Lu Kost). (JM)

### ABSTRACT 21092

EC 02 1092 ED N.A.
Publ. Date Aug 69 186p.
Tymchuk, Alexander J.; Knights, Robert M.
**A Two Thousand Item Bibliography: The Description, Etiology, Diagnosis, and Treatment of Children with Learning Disabilities or Brain Damage.**
Children's Psychiatric Research Institute, London, Ontario, Canada
Ontario Mental Health Foundation, London, Ontario, Canada
EDRS not available
Children's Psychiatric Research Institute, London, Ontario, Canada.

Descriptors: learning disabilities; minimally brain injured; etiology; clinical diagnosis; bibliographies; aphasia; dyslexia; hyperactivity; cerebral palsy; perceptually handicapped; electroencephalography; psychological evaluation; drug therapy; behavior change; motor development; perceptual motor coordination; teaching methods; followup studies; testing; identification

This 2,000-item bibliography was prepared in order to provide a single comprehensive reference list for individuals interested in the classification, etiology, diagnosis, and treatment of children who are considered to have learning problems or brain damage. Articles dealing with adults and animals, and articles dealing with normal children are not included. The articles have been classified under various headings and arranged alphabetically within the following sub-headings: children with learning disabilities, minimal brain injury, aphasia, dyslexia, hyperactivity, and cerebral palsy; etiology (neurological and educational); electroencephalography and psychological and educational diagnosis; drug therapy and educational treatment; and followup studies. If there are differences in opinion about classification an Author Index is provided to assist in locating a particular article. Approximately 30 articles are listed twice in the bibliography; this repetition was permitted if an outstanding article was cited frequently in the learning problem literature. (Author/RJ)

### ABSTRACT 21206

EC 02 1206 ED 025 377
Publ. Date Apr 68 41p.
Gold, Lawrence
**The Implementation of a Regional Learning Disability Center for the Treatment of Pupils Who Manifest the Dyslexic Syndrome.**
EDRS mf,hc
Paper Presented At International Reading Association Conference, Boston, Massachusetts, Apr 24-27, 1968.

Descriptors: exceptional child educa-

tion; dyslexia; elementary education; evaluation methods; federal programs; reading diagnosis; reading difficulty; regional cooperation; remedial reading; remedial reading clinics; learning disabilities; Gilmore Oral Reading Tests; Metropolitan Achievement Tests

The Learning Disability Center in Binghamton, New York, was established under the 1965 Elementary and Secondary Education Act. Specialized instruction is offered to all children reading 2 or more years below grade level in grades 3 through 6 and 1 year below grade level in grades 1 and 2. At the center, efforts are made to maintain communication with the classroom teachers. A comprehensive diagnostic report is developed and returned to the districts upon the child's entry, and a progress report is compiled every 3 months. The ratio of boys needing help in comparison to girls is eight to one, while 60% of all pupils enrolled in the clinic have repeated at least one school year. Instruction techniques used at the center are eclectic, although there is a tendency to use a linguistic approach. Typewriters, tape recorders, record players, overhead projectors, and the Language Master (Bell and Howell) are used to aid remedial reading instruction. (WL)

### ABSTRACT 21291

EC 02 1291 ED 027 950
Publ. Date Dec 67 27p.
Blom, Gaston E.
**The Psychoeducational Approach to Learning Disabilities.**
Colorado University, Denver, Medical Center
Grant Foundation, New York, New York
EDRS mf,hc
Paper Presented At The Geigy Symposium On Clinical Aspects Of Learning Disabilities (Indiana University School Of Medicine, December 6, 1967).

Descriptors: exceptional child education; behavior problems; clinical diagnosis; educational therapy; environmental influences; learning disabilities; maladjustment; mentally handicapped; psychoeducational processes; psychological patterns; student teacher relationship; parent counseling; remediation; psychotherapy; teaching techniques; underachievers

The belief that children who have learning disabilities which prevent achievement in skill subjects or behavioral difficulties which interfere with learning can be helped to learn to substitute more adaptive patterns for maladaptive ones is discussed. Learning disabilities are said to be part of a disordered developmental process in a child, and clinical competence theory and practice are reportedly integrated in the psychoeducational approach to evaluation and modification of the developmental disorder. Dilution and fragmentation of effort is considered as occurring in certain settings, but the idea that basic principles and specific techniques of the psychoeducational approach are generally applicable is suggested. The basic principles are concerned with the following: structure, predictability, and clarity; management of environmental and intrapsychic stimulation; the success-failure dimension; the student-teacher relationship; the utilization of therapy for a child and his parents; and biological factors. A discussion of instruction for remedial efforts is presented, and includes these topics: the basic skill subjects, cognitive training, motor skill training, and the use of special media, content, skill programs, and methods. A bibliography is also included. (MS)

### ABSTRACT 21320

EC 02 1320 ED 027 167
Publ. Date Dec 68 60p.
Svagr, Virginia
**Teaching Upper Elementary Students with Severe Learning Disabilities.**
Oakland Unified School District, California
EDRS mf,hc

Descriptors: arithmetic; attention control; behavior development; dyslexia; group dynamics; instructional programs; intermediate grades; learning disabilities; logical thinking; operant conditioning; reading skills; social studies; teaching methods; writing skills

A program for intermediate-grade children (4, 5, and 6) with severe learning disabilities is described. The typical student involved in the program has been unsuccessful in a regular classroom, and has had special help with reading, does not fit the criteria for any special education program, and has average or above-average intelligence. The program objectives, the skills taught, and the teaching methodology are described. Also described are the materials employed, the architectual requirements, and the backup services. A multidisciplinary analysis of the program and evaluation of each student are emphasized. Charts, tables, and a bibliography are included. (RT)

### ABSTRACT 21447

EC 02 1447 ED 034 326
Publ. Date 69 178p.
Thomas, Evan W.; LeWinn, Edward B.
**Brain-Injured Children; With Special References to Doman-Delacato Methods of Treatment.**
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703.

Descriptors: exceptional child education; learning disabilities; neurological organization; sensory training; cerebral palsy; neurological defects; epilepsy; minimally brain injured; dyslexia; environmental influences; therapy; behavior problems; medical evaluation; program evaluation; mentally handicapped; cerebral dominance; etiology

Contents include a definition of brain injury, cerebral palsy, discussions of the pathology of cerebral palsy, incidence and prevalence of cerebral palsy, mental retardation, epilepsy, behavioral disorders, dyslexia, and a summary and conclusions on the problem of brain injury. Attention is also given to the controversy over brain injury as a diagnosis, the background and interpretation of neurological organization, an evaluation of neurological functions, the principles and methods of Doman-Delacato therapeutic programs, and evaluation of the results of treatment of brain injury in children. There are 218 references. (LE)

### ABSTRACT 21503

EC 02 1503 ED N.A.
Publ. Date 68 241p.
**Special Education Curriculum Guides.**
Shelby County Schools, Memphis, Tennessee
EDRS not available
Shelby County Schools, 160 South Hollywood Street, Memphis, Tennessee 38112.

Descriptors: exceptional child education; learning disabilities; perceptually handicapped; curriculum guides; identification; class organization; instructional materials; teaching methods; grouping (instructional purposes); perceptual development; student rehabilitation; regular class placement; learning activities; Memphis; Tennessee

The curriculum guide for perceptually handicapped children discusses identification of the child and class organization, specific materials and methods to develop perception, and preparation of the child for return to a regular class. Also presented is a resource unit to correlate language arts skills. Extensive line drawings of materials accompany the texts, and activities are indicated throughout. (LE)

### ABSTRACT 21525

EC 02 1525 ED N.A.
Publ. Date 60 148p.
Lewis, Richard S. And Others
**The Other Child; The Brain-Injured Child.**
EDRS not available
Grune And Stratton, Inc., 381 Park Avenue South, New York, New York 10016.

Descriptors: exceptional child education; learning disabilities; minimally brain injured; perception; cognitive processes; language development; behavior; parent child relationship; educational needs; parent education

Written for both parents and professional workers, the text in nontechnical language defines and discusses the brain injured child. Areas of concern are perception, conception, language, behavior, management at home, and education in the school. Each section describes situations and suggests solutions for remediation of problems. (JM)

### ABSTRACT 21780

EC 02 1780 ED 035 159
Publ. Date 69 492p.
Wold, Robert M., Ed.
**Visual and Perceptual Aspects for the**

**Achieving and Underachieving Child.**
EDRS not available
Special Child Publications, Inc., 4535 Union Bay Place N. E., Seattle, Washington 98105.

Descriptors: exceptional child education; visual perception; perceptually handicapped; learning disabilities; identification; underachievers; interdisciplinary approach; optometrists; dyslexia; eye hand coordination; eye movements; lateral dominance; drug therapy; teaching methods; perception tests; perceptual motor coordination

Twenty-five articles, grouped as either theory, interprofessional coordination and cooperation, or testing and remediation, consider perception and achievement. Discussions of the following topics are included: why children don't read better, the myth or reality of dyslexia, visual development, developmental testing and training, the role of vision in achievement and learning disabilities, dyschriesopia, near binocular performance, dominance, interprofessional relationships, school vision programs, school screening, optometry, the role of the optometrist, and the role of the National Society for Vision and Perception Training. Also considered are the Winter Haven Program and the team approach, eye movements and eye-hand coordination, phrase reading, the perception of phrases, visual memory, the development of directionality and perception, the treatment of strephosymbolia, a perceptual motor program, perceptual training, drug therapy in minimal brain dysfunction, and disability terminology. (RJ)

## ABSTRACT 21805

EC 02 1805 ED N.A.
Publ. Date 69 93p.
Waites, Lucius; Cox, Aylett R.
**Developmental Language Disability ... Basic Training ... Remedial Language Training ...**
Texas Scottish Rite Hospital For Crippled Children, Dallas, Texas
EDRS not available
Educators Publishing Service, Inc., 75 Moulton Street, Cambridge, Massachusetts 02138 ($2.25).

Descriptors: exceptional child education; learning disabilities; dyslexia; perception; language handicapped; instructional materials; reference materials; remedial programs; teacher education

Information on learning disabilities and the programs supported by Scottish Rite are discussed in two parts. Part 1 concerns perceptual-cognitive difficulty and language disability in children, the language research and training program of the Texas Scottish Rite Hospital, medical references, teaching and reference material for language therapists, and references for parents. The philosophy and background of the Scottish Rite programs are given in Part 2, as is a detailed description of a remedial language training program for classroom teachers and language therapists. Other aspects of the program are considered: remedial language training and a preventive program, additional needs of students, therapists, and the community, ultimate goals, and a list of materials developed in the language unit. (RJ)

## ABSTRACT 21960

EC 02 1960 ED 036 939
Publ. Date Jan 70 570p.
Harris, Albert J.
**How to Increase Reading Ability; A Guide to Developmental and Remedial Methods.**
EDRS not available
David McKay Company, Inc., 750 Third Avenue, New York, New York 10017 ($8.50).

Descriptors: reading; reading instruction; teaching methods; reading diagnosis; remedial instruction; reading difficulty; remedial reading; reading readiness; dyslexia; individual needs; group instruction; student evaluation; learning disabilities; word recognition; reading comprehension; reading interests; reading speed

Intended for beginning students concerned with reading instruction as well as for graduate students, reading teachers, or remedial specialists, the text deals with the overall classroom program, methods for evaluating and diagnosing group and individual needs, and developmental and remedial teaching of specific skills. Chapters explore the following subjects: reading and reading disability, readiness, how children start to read, continuing reading growth, meeting individual needs, group instruction, evaluating performance, causes of reading disabilities, principles of remedial reading, developing word recognition skills, overcoming difficulties in word recognition, developing understanding, fostering reading interests and tastes, and improving reading rate. Appendixes include an alphabetical list of tests, a graded list of books for remedial reading, a list of publishers and addresses, and Stone's revision of the Dale List of 769 Easy Words. (RJ)

## ABSTRACT 21997

EC 02 1997 ED 036 010
Publ. Date 68 174p.
**Guidelines for Program Development, Special Education, Volume III.**
Texas Education Agency, Austin
EDRS mf,hc
B-673

Descriptors: exceptional child education; learning disabilities; curriculum; state programs; minimally brain injured; program administration; vocational education; language arts; mathematics; sciences; social studies; creative activities; motor development; perceptual development; language development; individual development; educational methods; parent teacher conferences; behavior patterns; student evaluation; Texas

The Texas public school program for the minimally brain injured is outlined; guidelines are provided for screening, identifying, and evaluating the brain injured. The development of interpersonal relationships is described, with suggestions given for establishing behavioral controls and for conducting parent conferences and counseling; the structuring of the classroom is explained. Over one half of the document details the curriculum for the following: developmental areas, including motor, perception, language, and social and emotional development; academic areas, including five communicative arts, arithmetic, science, and social studies; and creative areas, including arts and crafts, dramatics and creative play, and music. The vocational program is also surveyed. Evaluation of the guidelines is discussed; 128 professional references, including tests and reading programs, are listed. Appendixes provide definitions of the brain injured child, forms used in the Texas program, and lists of suggested equipment, materials, and supplies. (JD)

## ABSTRACT 22045

EC 02 2045 ED N.A.
Publ. Date 69 447p.
Kaluger, George; Kolson, Clifford J.
**Reading and Learning Disabilities.**
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216.

Descriptors: exceptional child education; learning disabilities; reading difficulty; educational diagnosis; learning processes; remedial reading; remedial instruction; language skills; study skills

The detailed manual deals with diagnostic techniques and program suggestions for learning disabilities. Areas discussed are the reading and learning process, determinants of learning patterns, the nature of reading and learning disabilities, the learner and symptoms of disabilities, informal diagnosis of abilities, specific diagnosis of disabilities, and programing for teaching reading. Other topics considered are remediation of reading skills and tactile, aural-verbal, and visual skills, remediation of perceptual motor and cognitive abilities, severe learning disorders, understanding phonics, the visual approach to word recognition skills, comprehension and content areas, vocabulary building, and study skills and interest. (JM)

## ABSTRACT 22147

EC 02 2147 ED N.A.
Publ. Date 69 44p.
Slingerland, Beth H. And Others
**Meeting the Needs of Dyslexic Children, and Others. Reprint Collection No. 2.**
EDRS not available
Academic Therapy Publications, 1543 Fifth Avenue, San Rafael, California 94901.

Descriptors: exceptional child education; learning disabilities; dyslexia; vocabulary development; reading instruction; psychomotor skills; auditory discrimination; perceptual motor coordination

Articles focusing on learning disabilities

concern meeting needs of dyslexic children, approaches to overcome reading reversals, vocabulary enrichment, basic motor activities, and the use of rhythmic patterning. Making words meaningful, the acquisition of listening skills, the neurological-impress reading technique, inaccurate readers, and perceptual techniques and materials are also discussed. All articles are reprinted from out of print issues of Academic Therapy Quarterly. (RJ)

### ABSTRACT 22148

EC 02 2148 ED N.A.
Publ. Date 70 132p.
Johnson, Marjorie Seddon, Ed.; Kress, Roy A., Ed.
**Reading Difficulties: Classroom and Clinic. Proceedings of the 1968 Annual Reading Institute (Temple University, Philadelphia, Pennsylvania, Jan 22-26, 1968).**
EDRS not available
Department Of Psychology, Temple University, Broad Street And Montgomery Avenue, Philadelphia, Pennsylvania 19122 ($4.00).

Descriptors: exceptional child education; dyslexia; learning disabilities; reading instruction; identification; language development; cognitive processes; perception; cultural factors; prevention; emotional problems

An attempt to put into perspective the problems involved in mastering reading, the text contains a compilation of papers presented at a reading institute. Topics covered are the following: identifying problem readers in the classroom, factors in reading difficulties, perceptual bases of language learning, perception and reading, the cognitive domain in language learning and reading disability, and experiential/sociological bases for language learning. Also discussed are cultural factors in reading disability, reading disabilities in various countries, prevention and correction, development of a comprehensive preventive program, and emotional influences in learning disability. Flexibility in reading, a new approach to reading for institutionalized delinquents, and reading difficulties are explored. (RJ)

### ABSTRACT 22183

EC 02 2183 ED 037 835
Publ. Date 69 182p.
**Perceptual-Motor Foundations: A Multidisciplinary Concern. Proceedings of the Perceptual-Motor Symposium (Washington, D.C., May 8-10, 1968).**
American Association For Health, Physical Education, And Recreation, Washington, D. C.
EDRS mf
American Association For Health, Physical Education, And Recreation, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($3.00).

Descriptors: exceptional child education; perceptual motor learning; motor development; perceptual development; child development; learning; perception; physical education; preschool children; research needs; perceptual motor coordination; interdisciplinary approach; learning disabilities; environmental influences; individualized programs

The proceedings include addresses by Logan Wright on highlights of human development from birth to age 11, Leonard A. Cohen on development and function of the mechanisms of perception, Eric Denhoff on motor development as a function of perception, and Alan Hein on exposure history in spatial-motor development. Also provided are reports by William T. Braley on the Dayton program for developing sensory and motor skills in 3, 4, and 5 year-old children, by Alice D. Coffman on personalizing early education, and by Louis Bowers on a program of motor development activities. A multidisciplinary exchange on perceptual motor development, group discussions on learning and on future needs, and a conference summary are included. Appendixes list conference leaders, organizational representation, participants and observers, and questions raised by participants. (LE)

### ABSTRACT 22192

EC 02 2192 ED 037 844
Publ. Date 69 244p.
**The Area Learning Center: Grand Rapids, Michigan. Final Report.**
Kent Intermediate School District, Grand Rapids, Michigan
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc
OEG-3-6-001343-1476
BR-1343

Descriptors: exceptional child education; learning disabilities; learning processes; educational methods; supplementary educational centers; educational diagnosis; interdisciplinary approach; diagnostic teaching; program evaluation; inservice teacher education; instructional materials; instructional materials centers; resource centers; Michigan; Area Learning Center (Michigan)

The final report of 3 years activity in the Area Learning Center of Kent Intermediate School District in Michigan presents its proposed design and objectives, operations, statistics on referrals, and an overall evaluation of its programs. Included are discussions of interdisciplinary approaches to educational diagnosis, prescriptive educational programs, materials and resources, inservice teacher educational programs, and supplementary services for children with learning disabilities. All facets of the Center are reported with sample questionnaires, charts, and graphs used extensively to illustrate each factor. (JM)

### ABSTRACT 22207

EC 02 2207 ED 037 859
Publ. Date 68 43p.
**Suggested Activities to Use With Children Who Present Symptoms of Visual Perception Problems, Elementary Level.**
Washington County Board Of Education, Washington, Pennsylvania
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; perceptual motor learning; visual perception; learning activities; perceptually handicapped; body image; visual discrimination; sensory training; instructional materials; teaching methods; teacher developed materials; puzzles; educational games; screening tests; manipulative materials; identification; individual characteristics

Symptoms displayed by primary aged children with learning disabilities are listed; perceptual handicaps are explained. Activities are suggested for developing visual perception and perception involving motor activities. Also suggested are activities to develop body concept, visual discrimination and attentiveness, visual memory, and figure ground perception. Body concept puzzles are recommended for developing visual motor integration; cutting, pasting, and sorting activities are described; and specific visual motor activities, including walking beam, are detailed. Also provided are screening test examples and bibliographies of teaching materials and of texts and periodicals. (JD)

### ABSTRACT 22222

EC 02 2222 ED 037 874
Publ. Date Oct 69 302p.
Bush, Wilma Jo; Giles, Marian Taylor
**Aids to Psycholinguistic Teaching.**
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43209 ($7.95).

Descriptors: exceptional child education; learning disabilities; language development; psycholinguistics; teaching methods; learning activities; slow learners; visual learning; aural learning; perceptual motor learning; remedial instruction; developmental tasks; grammar; expressive language

Designed for the teacher in training as well as the classroom teacher, the text presents step-by-step remedial techniques for developmental training of the slow learner or the child with learning disabilities. Presented are activities, instructional materials, and teaching techniques for grades 1 through 8. Developmental areas included are auditory and visual reception, auditory and visual association, verbal and manual expression, grammatic closure, auditory and visual sequential memory, perceptual motor activities, remedial recreation, and visual, auditory, tactile, and kinesthetic techniques. (JM)

### ABSTRACT 22234

EC 02 2234 ED 032 111
Publ. Date 67 114p.
**Optometric Child Vision Care and Guidance. A Series of Papers Released by the Optometric Extension Program to its Membership 1966-67.**
Optometric Extension Program, Duncan, Oklahoma
EDRS not available
Optometric Extension Program Foundation, Inc., Duncan, Oklahoma 73533.

Descriptors: behavior problems; child care; educational problems; learning disabilities; perception tests; perceptual development; therapy; vision; vision tests; visualization; visually handicapped; visual perception

The diagnosis and treatment of early learning problems and their relation to visual development is the subject of a series of 12 articles. The optometric viewpoint expressed is that vision is learned. A child's method of organizing his world, and manifestations of his disorganized behavior, including poor early academic achievement, probably result in learning to see. Vision is viewed as an emergent from four underlying subsystems: anti-gravity (Where am I in space?); centering (Where is it in space?); identification (What is it?); and speech auditory (communicates his visual impressions). Poor development in any of these subsystems has disruptive effects on the remaining subsystems and on the child's behavior as a whole, particularly on his performance in early education. Proper development, on the other hand, whether achieved normally or through the methods of remedial therapy outlined in the series, leads to integral functioning of the subsystems and ultimately to visualization, which is described as the supreme process of unconsciously using the sensing modes that bring information to the child for synthesis. (MH)

## ABSTRACT 22262

EC 02 2262 ED N.A.
Publ. Date 69 55p.
Smith, Carl B. And Others
**Establishing Central Reading Clinics: The Administrator's Role. Target Series Book Two--The Administrator.**
Indiana University, Bloomington
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS not available
International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711.

Descriptors: exceptional child education; educational diagnosis; learning disabilities; reading; reading difficulty; reading programs; reading research; program planning; case studies (education); administrator guides; administrator role; remedial reading; reading clinics

Designed for superintendents and other top-level administrators, the monograph identifies severe reading disabilities, describes types of clinics or diagnostic centers, and provides helpful data concerning establishment of reading clinics. Characteristics of severely disabled readers are described. The work of both university clinics and public school clinics is discussed and sketches of some school clinics are provided. Considerations in setting up a clinic program are discussed including selection of children, testing, staffing and training, services, cost, facilities, and coordination. Steps for setting up a clinic are listed. Appendixes include a sample book list for a reading clinic, a listing of university reading clinics that treat severe reading disabilities, and a summary of research on overcoming reading problems. Other monographs in this series on reading disabilities are directed toward the teacher, the reading specialist, and the principal. (MS)

## ABSTRACT 22263

EC 02 2263 ED N.A.
Publ. Date 69 72p.
Smith, Carl B.
**Correcting Reading Problems in the Classroom. Target Series Book Four--The Classroom Teacher.**
Indiana University, Bloomington
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS not available
International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711.

Descriptors: exceptional child education; reading; reading difficulty; reading programs; program planning; remedial reading; reading diagnosis; classroom techniques; remedial instruction; teaching methods; learning disabilities

Designed to aid the classroom teacher in preventing and overcoming reading difficulties, the monograph discusses identification of skill deficiencies, treatment techniques, and classroom organization to achieve more effective treatment. Information is provided on the diagnosis of reading problems in the classroom. Methods of working with groups and individuals to correct reading problems are described. Classroom techniques for correcting specific problems are outlined. The appendixes include techniques for classroom diagnosis of reading problems. Other monographs in this series on reading disabilities are directed toward the principal, the reading specialist, and the administrator. (MS)

## ABSTRACT 22286

EC 02 2286 ED N.A.
Publ. Date 69 522p.
Arena, John I., Ed.
**Successful Programing--Many Points of View. Selected Papers Presented at the Fifth Annual International Conference of the Association for Children with Learning Disabilities (Boston, Massachusetts, February 1-3, 1968).**
Association For Children With Learning Disabilities, Pittsburgh, Pennsylvania
EDRS not available
Academic Therapy Publications, 1543 Fifth Avenue, San Raphael, California 94901.

Descriptors: exceptional child education; learning disabilities; programing; program planning; program descriptions; programed instruction; parent role; teacher education; educational diagnosis; preschool children; adolescents; intermediate grades; summer programs; educational research; educational methods

Papers presented at the Fifth Annual International Conference of the Association for Children with Learning Disabilities include areas of discussion on the role of parents, teacher preparation and training, screening and diagnosis for learning disabilities, programing for young children through adolescents, and summer programs. Additional areas of concern are formulating directions, research and exploration, and developments in allied fields. (JM)

## ABSTRACT 22288

EC 02 2288 ED N.A.
Publ. Date 69 284p.
**International Approach to Learning Disabilities of Children and Youth. Selected Papers Presented at the Third Annual International Conference of the Association for Children with Learning Disabilities (Tulsa, Oklahoma, March 3-5, 1966).**
Association For Children With Learning Disabilities, Pittsburgh, Pennsylvania
EDRS not available
Academic Therapy Publications, 1543 Fifth Avenue, San Raphael, California 94901.

Descriptors: exceptional child education; learning disabilities; educational diagnosis; dyslexia; minimally brain injured; medical treatment; educational experiments; educational legislation; young adults; adolescents; vocational education; learning processes; international programs

Papers included are concerned with an introduction to learning disabilities, a screening scale for neurological impairment, the outlook of learning disabilities research, the problems of classification, diagnosis and remediation, the etiology of dyslexia and the color phonics system, the laws of constancy and reading, and the minimal brain damage hypothesis. Other articles discuss medication and the role of the occupational therapist, his role in learning disorders, and treatment of disorders through medication; the diagnostic teacher, plans for education in the preschool years, and in the elementary years; the needs of the young adult with learning disabilities, vocational training for adolescents, and for brain injured at the Vanguard school. A plan of therapeutic management, experimental psychological and psycholinguistic studies of reading disability, approaches to infromation processing, a case study of learning disability, legislation for learning disabilities and financing, and panel discussions on implications for living are also presented. (JM)

## ABSTRACT 22289

EC 02 2289 ED N.A.
Publ. Date 69 334p.
Arena, John I., Ed.
**Progress in Parent Information, Professional Growth, and Public Policy. Selected Papers Presented at the Sixth Annual International Conference of the Association for Children with Learning Disabilities (Fort Worth, Texas, March 6-8, 1969).**
Association For Children With Learning Disabilities, Pittsburgh, Pennsylvania

EDRS not available
Academic Therapy Publications, 1543 Fifth Avenue, San Raphael, California 94901.

Descriptors: exceptional child education; learning disabilities; diagnostic teaching; legislation; evaluation techniques; parent role; parent education; adolescents; teacher education; dyslexia; camping; educational innovation

Presented are papers from the Sixth Annual Conference of the Association for Children with Learning Disabilities. Included are five general introductory speeches, three papers dealing with the initiation and implementation of legislation, and eight discussions of prescriptive teaching. Other topics covered are five papers on evaluation, seven concerning parents, three on the adolescent, three describing innovations, three detailing teacher training, six considering specific problem areas, two on dyslexia, two on camping, and one indicating future endeavors. (JM)

### ABSTRACT 22290

EC 02 2290 ED N.A.
Publ. Date 69 281p.
Arena, John I., Ed.
**Management of the Child with Learning Disabilities: An Interdisciplinary Challenge. Selected Papers Presented at the Fourth Annual International Conference of the Association for Children with Learning Disabilities (New York, New York, March 9-11, 1967).**
Association For Children With Learning Disabilities, Pittsburgh, Pennsylvania
EDRS not available
Academic Therapy Publications, 1543 Fifth Avenue, San Raphael, California 94901.

Descriptors: exceptional child education; learning disabilities; screening tests; educational diagnosis; teacher education; remedial programs; program planning; family counseling; adolescents; young adults; interdisciplinary approach; educational research

Papers are presented from the Fourth Annual International Conference of the Association for Children with Learning Disabilities. Approached from a remediation and management point of view, short articles are included on a broad approach to screening, the interdisciplinary approach in diagnosis, teacher preparation and training, the role of the family and professional workers in learning disabilities, and the planning and developing of active remedial programs. Discussions also involve innovations in educational thinking, the needs of the adolescent and young adults, and interdisciplinary research and viewpoints. (JM)

### ABSTRACT 22313

EC 02 2313 ED N.A.
Publ. Date 70 276p
Durr, William K., Ed.
**Reading Difficulties: Diagnosis, Correction, and Remediation. Selected Convention Papers.**
International Reading Association, Newark, Delaware
EDRS not available
International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711.

Descriptors: exceptional child education; conference reports; reading; remedial reading; reading difficulty; reading instruction; reading programs; reading research; informal reading inventory; disadvantaged youth; reading materials; summer programs; reading diagnosis; test validity; teaching methods; dyslexia

Papers selected from a convention of the International Reading Association are presented. Topics of the 28 papers include various factors associated with reading difficulties, informal diagnostic procedures, correction of reading problems in the classroom (including problems of the inner city schools), and remedial programs of the reading specialist. (MS)

### ABSTRACT 22324

EC 02 2324 ED N.A.
Publ. Date Mar 70 16p.
Stillwell, Robert J. And Others
**Educationally Handicapped and the Engineered Classroom: An Educational Solution.**
EDRS not available
Focus On Exceptional Children; V2 N1 P1-16 Mar 1970

Descriptors: exceptional child education; learning disabilities; classroom arrangement; reinforcement; behavior change; educational programs; teaching methods; engineered classroom

The engineered classroom designed by Frank M. Hewett is described beginning with the developmental sequence of educational goals. The physical environment is diagrammed for both elementary and junior high school students. The use of reinforcement is discussed through the check mark system, and a list is presented of interventions to be used by teachers to maintain student roles. Also considered are materials and topics for the daily instructional program including scheduling of curriculum activities. (RJ)

### ABSTRACT 22410

EC 02 2410 ED N.A.
Publ. Date 69 178p.
Thomas, Evan W.
**Brain-Injured Children.**
EDRS not available
Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($7.00).

Descriptors: exceptional child research; minimally brain injured; neurological defects; neurology; medical evaluation; medical treatment; cerebral palsy; dyslexia; mentally handicapped; epilepsy; neurological organization; behavior problems; Delacato Method

Past practices, functional diagnosis, management techniques, and treatment methods concerning brain injured children are discussed. The problems with old approaches and the need for new techniques are presented for brain injury, cerebral palsy, the pathology of cerebral palsy, its incidence and prevalence, mental retardation, epilepsy, behavioral disorders, and dyslexia. The advantages of a functional approach are included in descriptions of the controversy over brain injury as a diagnosis, the background and interpretation of neurological organization, the evaluation of neurological functions, and the principles and methods of Doman-Delacato therapeutic programs. Also included is an article by Edward B. LeWinn on evaluating the results of treatment of brain injury in children. (JM)

### ABSTRACT 22578

EC 02 2578 ED 038 818
Publ. Date 69 64p.
Stock, Claudette, Comp.
**Minimal Brain Dysfunction Child: Some Clinical Manifestations, Definitions, Descriptions and Remediation Approaches.**
EDRS not available
Pruett Publishing Company, P. O. Box 1560, Boulder, Colorado 80302 ($2.95).

Descriptors: exceptional child education; learning disabilities; behavior patterns; intervention; teaching methods; instructional materials; psychological patterns; perception; perceptual motor learning; dyslexia; learning characteristics

Remediation of learning disabilities is discussed and a table of teaching materials related to psychological and motor functions is provided. Guides on 11 behavioral manifestations and three specific learning disabilities furnish definitions and description as well as techniques for training and management. Behavioral manifestations considered include disorganization, distractability, perseveration, dissociation, figure ground confusion, impulsivity, disinhibition, hyperactivity, catastrophic reaction, concrete behavior, and attention span. Specific disabilities include dyslexia, agraphia, and acalculia. (JD)

### ABSTRACT 22581

EC 02 2581 ED 038 826
Publ. Date 69 228p.
Buist, Charlotte A.; Schulman, Jerome L.
**Toys and Games for Educationally Handicapped Children.**
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($9.50).

Descriptors: exceptional child education; mentally handicapped; learning disabilities; instructional materials; bibliographies; toys; educational games; manipulative materials; visual perception; auditory perception; sensory training; memory; concept formation; motor development; psychomotor skills; verbal development; annotated bibliographies; intellectual development; language development; perceptual motor learning

Commercially available toys and games for children with educational handicaps,

from general retardation to disabilities in limited areas of functioning are listed. For each toy, the name, manufacturer, and sex and age interest are stated; a description of the toy is given. All toys are classified according to the intellectual functions involved. These include visual perception (like-different, part-whole, spatial relations, figure-ground) and auditory perception (like-different, figure-ground). Additional categories are retention and recall (visual memory, auditory memory), conceptualization, and expression (fine motor, gross motor, verbal). (JD)

### ABSTRACT 22744

EC 02 2744 ED 039 686
Publ. Date 69 138p.
McCarthy, James J.; McCarthy, Joan F.
**Learning Disabilities.**
EDRS not available
Allyn And Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210.

Descriptors: exceptional child education; learning disabilities; educational methods; etiology; identification; educational diagnosis; teacher education; educational research; legislation; parent participation; classroom techniques

An attempt to collate basic knowledge concerning learning disabilities, the text discusses the background and definition of learning disabilities, and its identification, etiology, and epidemiology. Guidelines for diagnostic evaluation are presented as are approaches from perceptual motor, developmental, visual, neurophysiological, linguistic, and diagnostic-remedial points of view. Additional topics considered are illustrative classroom programs, teacher preparation, educational research, parent groups, special education legislation, and future prospects. (JM)

### ABSTRACT 22750

EC 02 2750 ED 039 692
Publ. Date 70 41p.
Del Tufo, Anthony F.
**The Role of the Learning Disability Teacher-Consultant.**
EDRS not available
Director, Learning Disability Center, 87 West Oakwood Avenue, Livingston, New Jersey 07039 ($2.00).

Descriptors: exceptional child education; learning disabilities; teacher role; educational diagnosis; interdisciplinary approach; consultants; teacher qualifications; instructional materials; evaluation methods

The booklet discusses the history of learning disabilities (LD), the role of the LD teacher consultant as educational diagnostician, as a member of the interdisciplinary team, and in the school system, and guidelines for qualifications of LD teacher consultants. Also included are lists of educational tests, remedial materials, a glossary of terms, a bibliography, a table of diagnosis and remediation of functions, and a case study data form. (JM)

### ABSTRACT 23093

EC 02 3093 ED N.A.
Publ. Date 68 48p.
Garten, Muriel Kathryn, Comp.
**A Resource Booklet of Instructional Materials: An Annotated Bibliography of Resources for the Teaching of Reading with Special Applicability to Students with Learning Disabilities.**
EDRS not available
Center For Educational Services And Research, 845 Fox Meadow Road, Yorktown Heights, New York 10598 ($3.00).

Descriptors: exceptional child education; instructional materials; reading; learning disabilities; annotated bibliographies; bibliographies; tests

Annotations are provided for instructional materials useful in teaching reading to children with learning disabilities, from the readiness level through senior high school. Test and measurement instruments are also cited and annotated as are professional resources. (JD)

### ABSTRACT 23134

EC 02 3134 ED N.A.
Publ. Date 66 468p.
Hellmuth, Jerome, Ed.
**Educational Therapy Volume 1.**
EDRS not available
Special Child Publications, Inc., 4535 Union Bay Place, Northeast, Seattle, Washington 98105 ($14.40 Hc, $6.10 Pb).

Descriptors: exceptional child education; learning disabilities; emotionally disturbed; educational therapy; educational psychology; community programs; curriculum; preschool programs; psychotherapy; educational methods; behavioral sciences; perceptual development; mentally handicapped; language handicapped; professional personnel; physicians; researchers

A collection of papers discuss forms, concepts, techniques, and processes related to educational therapy. Topics include: an introduction to educational therapy; the training of the physician in evaluation and management of the educationally handicapped child; observations on the education of researchers; therapeutic teachers of exceptional children; clinical principles of curriculum selection; an action-oriented process of special education; therapeutic preschool; psycho-educational approaches for seriously disturbed children in the classroom; therapeutic behavioral management; initiating a public school program for perceptual development; project re-ed-educational intervention in emotional disturbance; perceputal training as a bridge to conceptual ability; a diversified elementary school program for the emotionally disturbed; approaches to educational therapy in state supported institutions for the mentally retarded; public school programs for the prevention of specific language disability in children; theory and practice of therapeutic education in a residential treatment center for emotionally disturbed adolescents; community organization on behalf of the retarded in a large metropolitan area; a coordinated approach to the correction of learning disabilities in public school children. (LE)

### ABSTRACT 23157

EC 02 3157 ED 039 384
Publ. Date Apr 70 41p.
**Medical Intervention and the Problem of Drugs. Papers Presented at the Annual International Convention of the Council for Exceptional Children (48th, Chicago, Illinois, April 19-25, 1970).**
Council For Exceptional Children, Arlington, Virginia
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; medical treatment; minimally brain injured; behavior problems; learning disabilities; drug addiction; intervention

Speeches presented at the international convention of the Council for Exceptional Children in Chicago, 1970 are reported. Papers are concerned with medical views of children with minimal brain dysfunction by C. Arden Miller, medical intervention in maladaptive classroom behavior by Kenneth Zike, medical intervention and the pediatrician's role in the behavior of learning disabled children by Roger V. Cadol, and the evolution of the drug problem by F. Gerald St. Souver. (JM)

### ABSTRACT 23292

EC 02 3292 ED 034 904
Publ. Date Jan 70 62p.
**State Legislation for Children with Learning Disabilities. CEC State-Federal Information Clearinghouse for Exceptional Children Series on Government and the Exceptional Child, Volume I.**
Council For Exceptional Children, Arlington, Virginia
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; state legislation; learning disabilities; educational programs; state laws; special classes; admission criteria; administrator responsiblity; school districts; school district spending; administrative policy; school attendance laws; financial support; definitions; special services

The first in a series of reports on the exceptional child and government, the publication is compiled from the laws of the 50 states and is specifically directed to the child with learning disabilities. Not included are the laws of states in which the learning disabled receive services when no specific legal provisions are made (an umbrella law covers all exceptional children) or when services have been extended by broadening legal labels such as crippled, maladjusted, or health impaired. The document is updated through 1969; more current information will become available from the State-Federal Information Clearinghouse. Laws are cited from the following

states: California, Colorado, Connecticut, Delaware, Florida, Hawaii, Idaho, Massachusetts, Nevada, New Jersey, New Mexico, Oklahoma, Oregon, Pennsylvania, South Dakota, Texas, Washington, and West Virginia. (RJ)

### ABSTRACT 23464

EC 02 3464 ED 041 425
Publ. Date Nov 69 94p.
**Intervention Techniques for Special Class Teachers of Emotionally Handicapped and Brain Injured Children. Proceedings of the Institute on Intervention Techniques for Special Class Teachers of Emotionally Handicapped and Brain Injured Children, November 24-26, 1969.**
State University Of New York, Albany, State Educational Department
EDRS mf,hc

Descriptors: exceptional child education; neurologically handicapped; emotionally disturbed; teaching methods; learning disabilities; language development; audiovisual aids; educational programs; program planning; student evaluation; clinical diagnosis; conference reports

The proceedings report papers, discussions, and other institute activities. Included are papers by Bonnie Kirkham on the classroom observation, via film, of emotionally disturbed children; Pearl Breslow on the translation of clinical findings into everyday classroom planning; and Gerri Bradley on the role of language therapy in the education of the handicapped. Summaries are given of Carl Fenichel's papers on the evolution of the League School for Seriously Disturbed Children in New York City, the fading lines between emotionally disturbed and neurologically impaired, and teaching disturbed children. Also reported are a question and answer session, demonstrations of the overhead projector and the language master, and evaluation of the institute. Suggested instructional materials and equipment are listed, and a format for teacher reports is appended. (JD)

### ABSTRACT 23477

EC 02 3477 ED 041 438
Publ. Date Apr 69 60p.
**CEC Selected Convention Papers 1969: Learning Disabilities. Selected Papers Presented at the Annual International Convention of the Council for Exceptional Children (47th, Denver, Colorado, April 6-12, 1969).**
Council For Exceptional Children, Arlington, Virginia
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; conference reports; research; program descriptions; neurological defects; educational diagnosis; reading difficulty; cooperative programs; perceptual development; private schools; abstracts

The collection of selected convention papers includes discussions of the application of the ITPA for children with learning disabilities, applications of psychoeducational evaluation, factors in severe reading disability, and initiating statewide programs for the educationally handicapped. Articles also deal with the history and future education of children with learning disabilities, perceptual behaviors and reading disabilities, and the private school and its practical relationship. Abstracts of articles on the following topics are also provided: hyperactive and hypoactive children, cooperative private and public school programs, immediate materials selection, outpatient diagnostic and remedial services, personal adjustment training, and language remediation. (JM)

### ABSTRACT 23513

EC 02 3513 ED N.A.
Publ. Date 68 146p.
Kolson, Clifford J.; Kaluger, George
**Clinical Aspects of Remedial Reading.**
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($5.75).

Descriptors: exceptional child education; reading difficulty; remedial reading; reading clinics; reading diagnosis; reading instruction; teaching methods; reading materials; learning disabilities; reading consultants; program planning

Serving as a textbook and a reference source, the book describes causes, types, and symptoms of reading disabilities and suggests techniques for diagnosis and remediation. Teaching methods used with the normal achiever are described. Identification and categorization of the disabled reader are discussed. Procedures for setting up public school, university, and commercial reading clinics are provided including guidelines for staff, materials, and training programs for reading clinicians. A glossary is included. (MS)

### ABSTRACT 23564

EC 02 3564 ED 042 297
Publ. Date (68) 296p.
**End of Project Report. Volume III, Staff Reports.**
Maine Township Diagnostic And Remedial Learning Center, Park Ridge, Illinois
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; educational diagnosis; demonstration centers; research reviews (publications); remedial programs; program descriptions; evaluation techniques; educational methods; elementary grades; secondary grades; curriculum development; Elementary and Secondary Education Act Title III; Illinois

A collection of monographs concerning learning disabilities is presented. Subjects include a high school learning disabilities program, English curriculum development, evaluation philosophy, a traditional program, teacher created learning exercises, reading disability, student discussion, and language development. Discussions also concern preschool screening, first grade developmental techniques, inservice activities, instructional materials, teaching machines, writing, reading problems, information transfer, listening skills, self concept, audiometry, and peer teaching. Information relative to learning disabilities is also provided for screening programs, supplementary reading instruction, visual motor training, the junior high student, phonics, the Language Master, vision screening, parent discussion groups, rapport, student discussion groups, auditory and visual approaches, informal assessment, and a spelling program. All papers were written by staff members of the inservice demonstration center. Volume IV relating to center instructional material is available as EC 006 136. (JM)

# AUTHOR INDEX


Arena, John I 20986.
Arena, John I, Ed 20721, 22286, 22289-22290.
Arena, John I, Ed And Others 10549.
Ashlock, Patrick 20827.
Bangs, Tina E 10678.
Barsch, Ray H 10220.
Bednar, Michael J 20477.
Benyon, Sheila Doran 10649.
Bernstein, Bebe 10292.
Birch, Herbert G, Ed 10180.
Blom, Gaston E 21291.
Bond, Guy L 20249.
Bortner, Morton, Ed 10624.
Buist, Charlotte A 22581.
Burg, Mary, Comp 20836.
Bush, Wilma Jo 22222.
Chaney, Clara M 10533.
Cratty, Bryant J 11968.
Crawford, John E 10663.
Cruickshank, William M 10240.
Cruickshank, William M And Others 10936.
Dechant, Emerald 11984.
Del Tufo, Anthony F 22750.
Durr, William K, Ed 22313.
Ebersole, Marylou And Others 10534.
Edgington, Ruth And Others 10521.
Ellingson, Careth 10250.
Frierson, Edward C, Ed 20916.
Frostig, Marianne 11156.
Garten, Muriel Kathryn, Comp 23093.
Gillingham, Anna 20709.
Gold, Lawrence 21206.
Gordon, Sol 10297.
Harris, Albert J 21960.
Hart, Jane 11247.
Haywood, H Carl, Ed 20886.
Hellmuth, Jerome, Ed 11047, 23134.
Johnson, Doris J 10505.
Johnson, Marjorie Seddon, Ed 22148.
Kaluger, George 22045.
Karnes, Merle B 20885.
Kephart, Newell C 10519.
Kolson, Clifford J 23513.
Lewis, Edward R 10842.
Lewis, Richard S And Others 21525.
Mahler, Donald 20210.
Mallison, Ruth 10923.
McCarthy, James J 22744.
Money, John, Ed 10669.
Myklebust, Helmer R, Ed 20912.
Nash, Ralph J 10751.
Natchez, Gladys, Ed 10542.
Newcomb, Daniel L, Ed 20907.
Otto, Wayne, Ed 20875.
Peter, Lawrence J 20707.
Rappaport, Sheldon R 11199.
Rappaport, Sheldon R, Ed 10718, 20843.
Roswell, Florence 11870.
Simpson, Dorothy M 20860.
Slingerland, Beth H And Others 22147.
Smith, Bert Kruger 11384.
Smith, Carl B 22263.
Smith, Carl B And Others 20831, 22262.
Spache, George D, Ed 20471.
Stillwell, Robert J And Others 22324.
Stock, Claudette, Comp 22578.
Strang, Ruth 20240.
Svagr, Virginia 21320.
Tarnopol, Lester, Ed 20941.
Thomas, Evan W 21447, 22410.
Tymchuk, Alexander J 21092.
Valett, Robert E 20165, 20906.
Waites, Lucius 21805.
Wilson, Robert M 20407.
Wold, Robert M, Ed 21780.


# SUBJECT INDEX


Abstract Reasoning 10519, 20906.
Abstracts 23477.
Acoustics 20477.
Adjustment (To Environment) 20249.
Administration 10297, 20210, 20827, 20836, 20941, 21997, 22262.
Administrative Policy 11199, 20165, 23292.
Administrator Attitudes 10936.
Administrator Role 20407, 22262, 23292.
Admission Criteria 23292.
Adolescents 10297, 22286, 22288-22290.
Alphabets 10842.
Ancillary Services 20165.
Annotated Bibliographies 22581, 23093.
Aphasia 10718, 11384, 20843, 20886, 21092.
Architectural Programing 20477.
Area Learning Center (Michigan) 22192.
Associative Learning 20885.
Attention Span 21320.
Audiovisual Aids 23464.
Audiovisual Instruction 10240.
Auditory Perception 10220, 10505, 10751, 11156, 20709, 20885, 20941, 20986, 22147, 22581.
Auditory Training 10521, 10533.
Aural Learning 22222.
Aurally Handicapped 10624, 10678, 20843.
Behavior 10180, 10240, 10250, 10663, 10923, 20907, 20916, 21525.
Behavior Change 10533, 10549, 10923, 11047, 11199, 11247, 20907, 21092, 22324.
Behavior Patterns 21997, 22578.
Behavior Problems 10180, 11199, 11247, 20941, 21291, 21447, 22234, 22410, 23157.
Behavior Rating Scales 20836.
Behavior Theories 10669.
Behavioral Sciences 23134.
Bibliographies 20827, 21092, 22581, 23093.
Biochemistry 10663.
Body Image 20986, 22207.
California 10842.
Camping 22289.
Case Records 20875, 20886.
Case Studies (Education) 10250, 10649, 10669, 11247, 11384, 11870, 20240, 20249, 20709, 20843, 22262.
Cerebral Dominance 20886, 21447.
Cerebral Palsy 21092, 21447, 22410.
Check Lists 10662, 20836.
Child Care 22234.
Child Development 10180, 10549, 10678, 10718, 11047, 11199, 11247, 20907, 20912, 22183.
Child Rearing 11384.
Class Organization 20165, 20836, 21503, 22263, 22744.
Classroom Arrangement 22324.
Classroom Environment 11199, 20165, 20210.
Classroom Observation Techniques 20240.
Classrooms 20831.
Clinical Diagnosis 10240, 10250, 10542, 10663, 10678, 10718, 10751, 11047, 11156, 11247, 11384, 11984, 20165, 20210, 20407, 20471, 20886, 20916, 20941, 21092, 21291, 23464.
Clinics 11384.
Cognitive Development 10519, 20906.
Cognitive Processes 10519, 11156, 20907, 21525, 22148.
Color Planning 20477.
Communication Problems 10718, 20843.
Communication Skills 20885.
Communication (Thought Transfer) 10718.
Community Programs 20941, 23134.
Comparative Analysis 10842.
Comparative Education 10842.
Concept Formation 10292, 10534, 20906, 22581.
Conceptual Schemes 10718.
Conference Reports 22313, 23464, 23477.
Consultation Programs 22750.
Controlled Environment 10936.
Cooperative Programs 23477.
Counseling 10297, 10549.
Course Organization 10936.
Creative Development 21997.
Cultural Factors 22148.
Curriculum 10220, 10292, 10549, 10678, 10936, 20906, 21997, 23134.
Curriculum Development 10624, 23564.
Curriculum Guides 10292, 10678, 20906, 21503.
Day Schools 10297.
Delinquency 20941.
Demonstration Projects 10936, 23564.
Design Needs 20477.
Developmental Tasks 22222.
Diagnostic Teaching 11199, 20165, 20240, 20707, 20721, 22192, 22289.
Diagnostic Tests 10250, 20240, 20249.
Dictionaries 20709.
Directories 10250.
Disadvantaged Youth 20885, 22313.
Discrimination Learning 10533, 10649.
Diseases 10663.
Doman Delacato Method 20886, 22410.
Drug Addiction 23157.
Drug Therapy 21092, 21780.
Dyslexia 10250, 10505, 10521, 10542, 10669, 11047, 11263, 11384, 11870, 20240, 20249, 20407, 20471, 20709, 20721, 20827, 20831, 20860, 20875, 20912, 20916, 20941, 21092, 21206,

21320, 21447, 21780, 21805, 21960, 22147-22148, 22288-22289, 22313, 22410, 22578.
Educational Diagnosis 10240, 10923, 11870, 20210, 20407, 20707, 20831, 20912, 22045, 22192, 22262, 22286, 22288, 22290, 22744, 22750, 23477, 23564.
Educational Methods 10624, 20707, 20907, 20916, 21997, 22192, 22286, 22744, 23134, 23564.
Educational Needs 10180, 10240, 10549, 11263, 11384, 20843, 20912, 20916, 21525.
Educational Objectives 10250.
Educational Planning 10505, 11384, 20912.
Educational Programs 10718, 11199, 11384, 20843, 21320, 22324, 23292, 23464.
Educational Psychology 23134.
Educational Research 22286, 22290, 22744.
Educational Therapy 10923, 11047, 20827, 21291, 23134.
Educationally Disadvantaged 10549.
Electroencephalography 10718, 20912, 21092.
Elementary And Secondary Education Act Title III 23564.
Elementary Education 21206, 23564.
Emotional Problems 10663, 22148.
Emotionally Disturbed 10519, 11047, 11263, 20477, 20707, 23134, 23464.
Engineered Classroom 22324.
Environmental Influences 10240, 20477, 21291, 21447, 22183.
Epilepsy 11263, 20886, 21447, 22410.
Equipment 11199.
Etiology 10180, 10240, 10542, 10663, 11247, 11870, 20249, 20907, 21092, 21447, 22744.
Evaluation 10624, 20916.
Evaluation Methods 10624, 20165, 20240, 20860, 21206, 22289, 22750, 23564.
Exceptional Child Education 10180, 10220, 10240, 10250, 10292, 10297, 10505, 10519, 10521, 10533-10534, 10542, 10549, 10624, 10663, 10669, 10678, 10718, 10751, 10923, 11047, 11156, 11199, 11247, 11263, 11870, 11968, 11984, 20165, 20210, 20240, 20249, 20407, 20477, 20707, 20709, 20721, 20827, 20831, 20836, 20843, 20860, 20875, 20885-20886, 20906-20907, 20912, 20916, 20941, 20986, 21206, 21291, 21447, 21503, 21525, 21780, 21805, 21997, 22045, 22147-22148, 22183, 22192, 22207, 22222, 22262-22263, 22286, 22288-22290, 22313, 22324, 22578, 22581, 22744, 22750, 23093, 23134, 23157, 23292, 23464, 23477, 23513, 23564.
Exceptional Child Research 10649, 10842, 10936, 20471, 22410.
Exceptional Child Services 11384.
Experimental Psychology 10669.
Experimental Schools 22288.
Eye Hand Coordination 10521, 10751, 20986, 21780.
Eye Movements 20860, 21780.
Family Characteristics 10250.
Family Counseling 22290.
Family Problems 11384.
Family (Sociological Unit) 10180, 10923, 11047.
Financial Support 23292.
Followup Studies 10936, 21092.
Foreign Countries 10842.
Frostig Developmental Test Of Visual Perception 11156.
Games 10297, 10533, 20721, 22207, 22581.
Gilmore Oral Reading Tests 21206.
Graduate Study 10936.
Great Britain 10842.
Group Dynamics 21320.
Grouping (Instructional Purposes) 10678, 21503, 21960.
Handicapped Children 11968, 20707, 23157.
Handwriting 10751, 20709, 20721, 20875.
Haptic Perception 10220.
Hearing Loss 10624.
Heredity 10180.
Historical Reviews 20827.
Homebound 10923.
Human Posture 11047.
Hyperactivity 11263, 11968, 21092.
Identification 10542, 10624, 10663, 11156, 11870, 11984, 20165, 20210, 20407, 20471, 20886, 20907, 20912, 20941, 21092, 21503, 21780, 22148, 22207, 22744.
Illinois 23564.
Illinois Test Of Psycholinguistic Abilities 11156.
Incidence 10180, 20210, 20477.
Individual Characteristics 10180, 10240, 10663, 11247, 20210, 20477, 22207.
Individual Differences 20249.
Individualized Instruction 10751, 10923, 11984, 20249, 20707, 20831, 22183.
Informal Reading Inventory 22313.
Initial Teaching Alphabet 10669, 20721.
Innovation 22289.
Inservice Teacher Education 20831, 22192.
Instructional Materials 10240, 10521, 10842, 10923, 11199, 11263, 11870, 11984, 20165, 20407, 20827, 20831, 20836, 20860, 20885, 21503, 21805, 22192, 22207, 22578, 22581, 22750, 23093.
Instructional Materials Centers 22192.
Intellectual Development 22581.
Intelligence 10678, 11156.
Intelligence Tests 10250, 20827.
Interdisciplinary Approach 10718, 20707, 21780, 22183, 22192, 22290, 22750.
Intermediate Grades 21320, 22286.
International Programs 22288.
Interpersonal Competence 20906.
Interpersonal Relationship 10923.
Intervention 20907, 22578, 23157.
Interviews 20240.
Kinesthetic Methods 10669.
Kinesthetic Perception 10521, 10751, 20721, 20986.
Language Ability 10549, 10678, 11156, 20885, 20912, 20916.
Language Arts 11263, 20709, 21997.
Language Development 10240, 10678, 10718, 11263, 20843, 20885, 20906-20907, 21525, 21997, 22148, 22222, 22581, 23464.
Language Handicapped 10678, 10718, 20843, 20886, 21805, 23134.
Language Handicaps 10669, 22045.
Language Skills 22045.
Lateral Dominance 10669, 11968, 20471, 20860, 20986, 21780.
Learning 10505, 10533, 10678, 22183.
Learning Activities 10240, 10519, 11247, 20885, 20906, 21503, 22207, 22222.
Learning Characteristics 11047, 11247, 20210, 22578.
Learning Disabilities 10180, 10220, 10240, 10250, 10292, 10297, 10505, 10519, 10521, 10533-10534, 10542, 10549, 10624, 10649, 10663, 10669, 10678, 10718, 10751, 10842, 10923, 10936, 11047, 11156, 11199, 11247, 11263, 11384, 11870, 11984, 20165, 20210, 20240, 20249, 20407, 20471, 20477, 20707, 20709, 20721, 20827, 20831, 20836, 20843, 20860, 20875, 20885-20886, 20906-20907, 20912, 20916, 20941, 20986, 21092, 21206, 21291, 21320, 21447, 21503, 21525, 21780, 21805, 21960, 21997, 22045, 22147-22148, 22183, 22192, 22207, 22222, 22234, 22262-22263, 22286, 22288-22290, 22324, 22578, 22581, 22744, 22750, 23093, 23134, 23157, 23292, 23464, 23477, 23513, 23564.
Learning Processes 22045, 22192, 22288.
Learning Theories 10220, 10534, 10542, 11968, 20707.
Legislation 11384, 22288, 22289, 22744.
Lighting 20477.
Linguistics 10669, 20721.
Listening Skills 20885.
Logical Thinking 21320.
Manipulative Materials 22207, 22581.
Masters Degrees 10936.
Mathematics 10505, 10534, 10549, 10751, 11263, 20872, 20916, 21320.
Medical Evaluation 10663, 20912, 20941, 21447, 22410.
Medical Treatment 10240, 10663, 11047, 20916, 22288, 22410, 23157.
Memory 20885, 22581.
Mental Retardation 11263.
Mental Rigidity 10519.
Mentally Handicapped 10533, 11968, 20477, 20885, 20916, 21291, 21447, 22410, 22581, 23134.
Metropolitan Achievement Tests 21206.
Michigan 22192.
Minimally Brain Injured 10180, 10240, 10250, 10297, 10505, 10533-10534, 10549, 10624, 10663, 10718, 10751, 10936, 11247, 11384, 11968, 20210, 20477, 20843, 20886, 20912, 20916, 20941, 21092, 21447, 21525, 21997, 22288, 22410, 23157.
Morphology (Languages) 10669.
Motivation 10542.
Motor Development 10533-10534, 10649, 10718, 10751, 20886, 20906-20907, 21092, 21997, 22183, 22581.
Movigenics 10220, 11247.
Neurological Defects 10624, 10663, 20916, 21447, 22410, 23477.
Neurologically Handicapped 10180, 10220, 10250, 10505, 10519, 10533, 10542, 10549, 10718, 10923, 11047, 11263, 11384, 20210, 20471, 20843, 20886, 20912, 23464.
Neurology 10519, 10534, 10663, 11047, 11263, 20886, 20912, 20916, 21447, 22410.
Nonverbal Learning 10505.
Ohio 20836.
Operant Conditioning 21320.
Ophthalmology 10297, 20912.
Optometrists 21780.

Oral Communication 10624.
Oral Reading 20240.
Orthographic Symbols 10842.
Orthopedically Handicapped. See Physically Handicapped.
Parent Attitudes 10297, 11199.
Parent Child Relationship 11384, 21525.
Parent Counseling 10297, 10663, 11199, 20916, 21291.
Parent Education 21525, 22289.
Parent Role 10240, 10678, 10923, 11247, 20407, 20836, 20941, 22286, 22289, 22744.
Parent Teacher Conferences 20721, 20836, 21997.
Pathology 10663.
Perception 10180, 10220, 10519, 10533, 10649, 11047, 11156, 11263, 11384, 20471, 20860, 20907, 21525, 21805, 22148, 22183, 22578.
Perception Tests 10649, 20827, 21780, 22234.
Perceptual Development 10180, 10220, 10297, 11968, 20906, 20912, 20916, 21503, 21997, 22183, 22234, 23134, 23477.
Perceptual Motor Coordination 10180, 10220, 10297, 10519, 10533-10534, 10624, 10649, 10663, 10669, 11047, 11156, 11263, 11968, 20165, 20471, 20860, 20906, 20907, 20912, 20916, 21092, 21780, 22147, 22183.
Perceptual Motor Learning 10220, 10519, 10549, 10649, 11247, 11968, 20471, 20885, 20906, 20916, 20986, 22183, 22207, 22222, 22578, 22581.
Perceptually Handicapped 10180, 10220, 10250, 10505, 10549, 10649, 10663, 10669, 10936, 11156, 11247, 20477, 20709, 20886, 20912, 20916, 21092, 21503, 21780, 22207.
Personality Theories 10542.
Personnel Policy 20831.
Phonemes 20721.
Phonetics 20709.
Phonics 10521, 10669, 20709, 20721.
Physical Activities 20906.
Physical Development 20906.
Physical Education 11968, 22183.
Physically Handicapped 11968.
Physicians 10663, 20912, 23134.
Physiology 10663, 20886.
Play Therapy 10923.
Preschool Children 10534, 10923, 20885, 22183, 22286, 23134.
Preschool Evaluation 10678.
Prevention 11984, 22148.
Primary Grades 10297.
Private Schools 23477.
Problem Solving 10292.
Professional Personnel 20210, 23134.
Program Budgeting 20210.
Program Descriptions 22286, 23477, 23564.
Program Development 10923.
Program Evaluation 10240, 10936, 21447, 22192.
Program Planning 10297, 11199, 11984, 20165, 20210, 20827, 20836, 20843, 20907, 22262-22263, 22286, 22290, 23464, 23513.
Programed Instruction 22286.
Programing 22286.
Projective Tests 10649.
Psychiatrists 20912.
Psychiatry 10624.
Psychoeducational Clinics 11047.
Psychoeducational Processes 10542, 20165, 20471, 21291.
Psycholinguistics 20885, 20941, 22222.
Psychological Characteristics 10624, 20916, 21291, 22578.
Psychological Evaluation 10180, 20165, 20941, 21092.
Psychological Tests 10718, 20886.
Psychomotor Skills 10220, 10533-10534, 11247, 11968, 20477, 20860, 20906, 22147, 22581.
Psychotherapy 10240, 11199, 11870, 20843, 21291, 23134.
Puzzles 22207.
Reading 10250, 10521, 10534, 10542, 10669, 10751, 10842, 11870, 11984, 20240, 20249, 20407, 20471, 20709, 20831, 20860, 20875, 20916, 21960, 22262-22263, 22313, 23093.
Reading Ability 10669, 10842.
Reading Clinics 22262, 23513.
Reading Comprehension 11870, 20249, 20407, 21960.
Reading Diagnosis 20240, 20249, 21206, 21960, 22263, 22313, 23513.
Reading Difficulty 10250, 10842, 11984, 20249, 20471, 20831, 21206, 21960, 22045, 22262-22263, 22313, 23477, 23513.
Reading Instruction 10842, 11870, 11984, 20240, 20249, 20827, 20941, 21960, 22147-22148, 22313, 23513.
Reading Materials 10842, 11870, 22313, 23513.
Reading Programs 20831, 22262-22263, 22313.
Reading Readiness 20860, 21960.
Reading Skills 10542, 11870, 20240, 20836, 21320.
Reading Speed 20249, 21960.
Reading Tests 20240, 20249, 20827, 20831.
Recall (Psychological) 20885.
Records (Forms) 20165, 20836.
Recreation 10297.
Recreational Programs 10297.
Reference Books 21805.
Referral 20836.
Regional Cooperation 21206.
Regular Class Placement 21503.
Rehabilitation 20843, 20907, 20941.
Reinforcement 20165, 20907, 22324.
Remedial Instruction 10250, 10505, 10669, 20249, 20471, 20709, 20721, 20875, 20916, 21960, 22045, 22222, 22263.
Remedial Programs 10624, 10669, 11156, 20906-20907, 21805, 22290, 23564.
Remedial Reading 10842, 11870, 11984, 20240, 20407, 20471, 20827, 20831, 21206, 21960, 22045, 22262-22263, 22313, 23513.
Remedial Teachers 20831.
Remediation 21291.
Research Methodology 10842.
Research Needs 22183.
Research Reviews (Publications) 10542, 20471, 20875, 23564.
Resource Guides 10542, 20906, 22192.
Retarded Speech Development 10678.
Retention 20986.
School Attendance Laws 23292.
School Community Relationship 11199.
School Districts 23292.
Sciences 10751, 21997.
Screening Tests 22207, 22290.
Secondary Schools 23564.
Seizures 20886.
Self Actualization 10649.
Self Care Skills 10292.
Self Concept 10533, 10549, 10649, 11047, 11247, 11384, 20477, 20843.
Sensory Aids 10649.
Sensory Experience 10220.
Sensory Integration 10649, 11199, 20165, 20860, 20906.
Sensory Training 20721, 20906, 20986, 21447, 22207, 22581.
Sequential Approach 20986.
Services 11047.
Skill Development 20906.
Slow Learners 22222.
Social Environment 10180.
Social Experience 10180.
Social Influences 10180, 11968.
Social Studies 10751, 21320, 21997.
Social Workers 20916.
Socialization 10180, 10297.
Socially Deviant Behavior 10180.
Socially Maladjusted 20477.
Socioeconomic Influences 10542.
Space Orientation 10220, 10240, 10534, 10649, 11247, 20986.
Spatial Relationship 20477.
Special Classes 10751, 23292.
Special Schools 10240, 10250, 11384, 20407, 20907, 23292.
Speech Skills 10533.
Spelling 10521, 10669, 20709, 20721, 20875, 20916.
State Legislation 23292.
State Programs 21997.
State Standards 20836.
Stimulus Generalization 10519, 10533.
Student Evaluation 20210, 20831, 20836, 20875, 21960, 21997, 23464.
Student Placement 20210, 20836.
Student Records 20836.
Student Teacher Relationship 11384, 21291.
Study Habits 22045.
Summer Programs 10297, 22286, 22313.
Supplementary Educational Centers 22192.
Symbolic Learning 10519.
Tactual Perception 10220, 20986.
Taxonomy 20916.
Teacher Developed Materials 22207.
Teacher Education 10936, 20210, 21805, 22286, 22289-22290, 22744.
Teacher Evaluation 10936.
Teacher Qualifications 20210, 22750.
Teacher Role 10663, 10751, 11199, 20240, 20407, 20836, 22750.
Teaching Guides 20709.
Teaching Methods 10240, 10250, 10292, 10505, 10519, 10521, 10533-10534, 10542, 10549, 10624, 10649, 10669, 10678, 10718, 10751, 10842, 10936, 11047, 11156, 11199, 11247, 11263, 11870, 11968, 11984, 20165, 20210, 20240, 20249, 20407, 20707, 20709, 20721, 20827, 20831, 20843, 20860, 20875, 20885-20886, 20906-20907, 20912, 20916, 20941, 20986, 21092, 21290, 21320, 21503, 21780, 21960, 22207, 22222, 22263, 22313, 22324, 22578, 23464, 23513.
Team Teaching 11047.
Tennessee 21503.
Test Validity 10649, 22313.
Testing 10250, 11156, 11247, 11984, 20407, 20827, 20831, 20860, 20875,

20886, 20916, 20941, 21092, 23093.
Texas 21997.
Therapeutic Environment 20707.
Therapy 21447, 22234.
Thought Processes 10519.
Toys 22581.
Tutoring 20831, 20836.
Underachievers 11870, 20875, 21291, 21780.
Verbal Ability 20885, 22581.
Vision 11047, 22234.
Vision Tests 22234.
Visual Learning 10533, 22222.
Visual Perception 10220, 10505, 10718, 10751, 11156, 11968, 20471, 20709, 20721, 20860, 20885, 20912, 20941, 20986, 21780, 22207, 22234, 22581.
Visualization 10718, 10751, 20986, 22234.
Visually Handicapped 11968, 22234.
Visually Handicapped Mobility 11968.
Vocabulary 20407.
Vocabulary Development 11870, 22147.
Vocational Education 21997, 22288.
Wechsler Intelligence Scale For Children 11156.
Word Recognition 11870, 20249, 20916, 21960.
Writing Skills 10521, 10534, 20709, 21320.
Young Adults 22288, 22290.